ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001708	N.A.	N.A.

4. AUTHOR(S):
Office of the Supt. of School , San Bernadino County

5. TITLE OF DOCUMENT ABSTRACTED:
Kindergarten Education

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
San Bernadino County
ORG.
172 West Third St.
ST.
San Bernadino, Calif.
CITY, STATE

9. PUBLISHER OR SOURCE Office of the Supt. of Schools, San Bernadino County, 172 West Third St., San Bernardino, California

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	N.A.	268

TELE. EXT.
INST/LOC CODE

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
teachers guide

16. INDEXING TERMS (6-12)

kindergarten education	health education	teacher traits	trips
kindergarten curriculum	emotional needs	audio-visual materials	
home-school cooperation	teacher preparation	creative expression	

17. ABSTRACT (MAX. 250 WORDS)

The philosophy underlying a good kindergarten program is expressed through the teacher, who demonstrates its meaning from day to day in her work with children and parents. In order to implement a successful program, the teacher should take into consideration a graded transition from home to school, should foster a working partnership between home and school, should establish a friendly environment and recognize that play is a child's natural way of learning. Formal instruction in reading, writing, and arithmetic should be left to the first grade.

Individual differences in the kindergarten child are noted, such as his place in the family, place of residence, relationships with parents, and family patterns of living. Physical, mental, and emotional traits of the child are considered, and suggestions are given for identifying and helping children who are aggressive, exceptional, demanding, timid, precocious, or physically handicapped.

With the understanding that a good kindergarten day is flexible and leisurely, yet stimulating, a sequence of activities is suggested for a typical day, including informal conversation, social studies, work activities, storytelling, music, physical education, and nutrition. Noting that a challenging kindergarten almost compels a young child to learn, suggestions are made for the teaching of social studies, language arts, mathematics, art, music, physical education, science, and healthful living. Parent cooperation is considered of utmost importance, and parents are invited to observe classes, attend study groups and conferences, and assist in class trips. Bulletins or handbooks issued to parents at registration time contain suggestions about attendance, visiting, clothing, safety, and th school nutrition program, and outline a typical program of the kindergarten child.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

5

ERIC Form 1

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A2
1963
36-0
ED001708
ED001708
ED001708
ED001708
ED001708
B19

KINDERGARTEN EDUCATION

ROY C. HILL, COUNTY SUPERINTENDENT OF SCHOOLS, SAN BERNARDINO, CALIFORNIA

Return
URFICULUM LABORATORY
1 Capitol Avenue Room 65
Sacramento 14, California

Approximately
$4.00

KINDERGARTEN EDUCATION

ROY C. HILL, COUNTY SUPERINTENDENT OF SCHOOLS, SAN BERNARDINO, CALIFORNIA

Adopted by

SAN BERNARDINO COUNTY BOARD OF EDUCATION

Donald C. Beckord, President
Robert H. Greer, Jr., Vice-President

Herbert S. Bailey
Mrs. Ruth O. Harris
George W. Sjostrand

Roy C. Hill, County Superintendent of Schools

Published by

Office of the Superintendent of Schools

San Bernardino County

172 West Third Street

San Bernardino, California

INTRODUCTION

The development of curriculum in San Bernardino County is a continuing process. To meet the educational needs of children from the diversified geographical areas in our County is not an easy task. Teachers are continually searching for new ideas and materials and better methods and techniques. Teachers use the findings of research to help understand children and the ways in which they best learn and grow.

It is our sincere hope that the materials presented in this guide will serve to help teachers to meet the needs of each particular group of children.

Ruth Goodman

Mrs. Ruth Goodman
Director of Elementary Education
San Bernardino County Schools

ACKNOWLEDGMENT

Kindergarten Education is the result of cooperative effort on the part of countless teachers in San Bernardino County over a period of years. Nearly every kindergarten teacher in San Bernardino County has made a contribution to the effectiveness of this guide.

This has been a study which has called on the vast experience of many people. Begun under the outstanding guidance of Mrs. Beulah Paul Wolf, who was for many years Assistant Superintendent in Charge of Instruction, this guide should reflect adequately the belief and philosophy of teachers in San Bernardino County.

Completion of this project has been under the general direction of Mrs. Ruth Goodman, Director of Elementary Education. Her wide experience in the field of curriculum development, her knowledge of kindergarten education, and her ability to coordinate the efforts of all interested people have contributed much to this study.

Administrators in both Riverside and San Bernardino County have cooperated in making arrangements that enabled teachers to work on this valuable project. Teachers of Riverside County Schools, under the guidance of Mrs. Barbara Provost, have made many of the suggestions found in this guide.

While it would be impossible to list all those responsible, major contributors should be mentioned. Among these educators are: Miss Corinne Seeds, Professor Emeritus, University of California at Los Angeles; Dr. Walter Loban, Professor of English, University of California at Berkeley; Mrs. Bernice Roberts, Supervising Teacher at Mission School; Mrs. Margaret Matthews, Coordinator of Teaching, University Elementary School, University of California at Los Angeles; Miss Marian Jenkins, Consultant in Elementary Education, Los Angeles County Schools; and Dr. Helen Heffernan, Chief, Bureau of Elementary Education, California State Department of Education.

Since a good kindergarten program calls on many resources, we are also indebted to Mrs. Inez Anger, Dr. Emily Baker, Miss Catharine Conoboy, Mrs. Carol Poppett, Mrs. Thelma Beardsley, James W. Leathy, Jr., Darrel McOmber, Mrs Ernestine Runner, Mrs. Mary Val Twist, Miss Lillian Speer, and Mrs. Stella Bolles.

Special recognition should be given Wayne Dean for his arrangement of format and interesting drawings; to the capable and creative editing done by Mrs. Alice Krehbiel, who also wrote major portions of the guide; and to Mrs. Maxine Smith, whose understanding of kindergarten education and sincere respect for kindergarten children played an important part.

Grateful acknowledgment is given to the Mt. Diablo School District for permission to use parts of the chapter on Point of View and the chapter on Social Adjustment from the Mt. Diablo Kindergarten Guide.

Roy C. Hill
County Superintendent of Schools
San Bernardino County

TABLE OF CONTENTS

POINT OF VIEW	1
THE KINDERGARTEN CHILD	9
MENTAL HEALTH	23
THE DAILY PROGRAM	37
THE ENVIRONMENT FOR LEARNING	45
SOCIAL STUDIES	55
LANGUAGE ARTS	87
MATHEMATICS	135
ART	143
MUSIC AND RHYTHMS	165
PHYSICAL EDUCATION	189
HEALTHFUL LIVING	207
SCIENCE	223
PARENT-TEACHER COOPERATION	237

POINT OF VIEW

THE PHILOSOPHY UNDERLYING A GOOD KINDERGARTEN PROGRAM IS EXPRESSED THROUGH THE KINDERGARTEN TEACHER, WHO DEMONSTRATES ITS MEANING FROM DAY TO DAY IN HER WORK WITH CHILDREN AND PARENTS.

SHE TAKES INTO CONSIDERATION A GRADED TRANSITION FROM HOME TO SCHOOL

Careful observation of children entering kindergarten suggests that the number who have some tension and minor problems is far greater than those who actually reflect their feeling state through crying. Anything which provides more gradation and continuity between the home and school situation appears to lessen the strain.

Olson, Willard C. Child Development. Boston: D. C. Heath and Company, 1959.

Berson, Minnie Perrin. Kindergarten, Your Child's Big Step. New York: E. P. Dutton and Company, 1959.

SHE FOSTERS A WORKING PARTNERSHIP BETWEEN HOME AND SCHOOL

Kindergarten brings together in a working partnership the kindergarten teachers and each child's parents or guardians in order to help each child succeed in taking on his double role as a school-child and a home-child. Five-year-olds need the support of their parents and their teachers.

Berson, Minnie Perrin. Kindergarten, Your Child's Big Step. New York: E. P. Dutton and Company, 1959.

How Good is Our Kindergarten? A bulletin prepared by the Association for Childhood Education International. Washington 16, D. C.: Association for Childhood Education International, 1959.

Heffernan, Helen H., and Vivian E. Todd. The Kindergarten Teacher. Boston: D. C. Heath and Company, 1960.

SHE ESTABLISHES A FRIENDLY ENVIRONMENT

Relationships with people are particularly important for children. When the people around the child are friendly, he feels loved and loves them. When people around the child are unfriendly, the child is afraid of them. Having positive relationships with people makes the child feel secure.

Jenkins, Gladys Gardner. Helping Children Reach Their Potential. Palo Alto: Scott, Foresman and Company, 1961.

SHE RESPECTS PLAY AS THE CHILD'S NATURAL WAY OF LEARNING

A child's play is a serious occupation. It is through play that much of the work of childhood is done.

When a child is able to play freely, he is able, spontaneously, at his own pace and at his own chosen level of involvement and difficulty, to exercise his growing abilities, to try out his developing powers, to venture into new experiences and adventures. Play is a means by which a child moves from the known to the untried and the unknown. As such, play has tremendous importance in the progress of development and in the economy of daily life.

Radler, Don H., and Newell Kephart. Success Through Play. New York: Harper and Brothers, 1960.

Shipley, Ferne, and Ethelouise Carpenter. Freedom to Move. Washington, D. C.: National Education Association. Department of Elementary-Kindergarten-Nursery Education, 1962.

Starks, Esther B. Blockbuilding, Blockbuilding, Blockbuilding. Washington, D. C.: National Education Association. Department of Kindergarten Primary Education, 1960.

SHE EXTENDS THE CHILD'S INTELLECTUAL HORIZONS

Fives are really happy in a kindergarten program only as they are entering a wider world through interesting experiences arranged by the teacher. The teacher's choice of learning experiences and methods of presenting them can either increase or dampen the child's curiosity.

Moore, Elenora Haegele. Fives at School. New York: G. P. Putnam Sons, 1959.

Wann, Kenneth D., Miriam S. Dorn, Elizabeth H. Liddle. Fostering Intellectual Development in Young Children. New York: Teacher's College, Columbia University, 1962.

Ward, Muriel. Young Minds Need Something to Grow On. Evanston, Illinois: Row, Peterson and Company, 1957.

SHE LEAVES FORMAL INSTRUCTION IN BEGINNING READING, WRITING, AND ARITHMETIC TO THE FIRST GRADE

The abundant research which is now available concerning the teaching of reading to young children indicates that the greatest contribution the kindergarten teacher can make to the reading program is to help children gain a wealth of understandings through concrete experiences which will bring meaning to the abstract symbols of reading at a later time. Development of oral language, of coordination, of listening skills, of a healthy concept of self are important contributions of kindergarten to reading.

Most kindergarten children have very little need for writing. The teacher does most of the writing for the young child. There are many basic skills that a child must have before he has the coordination to profit from the effort it costs him to write.

The kindergarten teacher's chief responsibility in the area of arithmetic is to promote a favorable attitude on the part of children toward the subject. She does not expect mastery. She has no specific place in the daily schedule for arithmetic instruction. She uses no pencil and paper assignments. She provides rich experiences and patiently answers children's questions in language mathematically correct. She nurtures the interest and enthusiasm with which children come to school. Thus, she helps each child along the road toward developing accurate concepts of quantitative relationships.

Association for Childhood Education International. Don't Push Me! Washington 16, D. C.: Association for Childhood Education International, 1960.

_____. Reading in the Kindergarten?? Washington 16, D. C.: Association for Childhood Education International, 1962.

Fuller, Elizabeth Mechem. What Research Says to the Teacher About Kindergarten. Washington, D. C.: National Educational Association, 1961.

Hymes, James L., Jr. Before the Child Reads. New York: Row, Peterson and Company, 1958.

SHE PROMOTES THE CHILD'S HEALTH

Daily observations that teachers make of children when they arrive at school and during their play activities may offer clues to the child's health.

The child's need for vigorous physical exercise and his joy in motor activity are provided for in an adequate kindergarten program.

The emotional satisfaction which a child receives from a good kindergarten program in itself contributes immeasurably to his physical well being.

Heffernan, Helen H., and Vivian E. Todd. The Kindergarten Teacher. Boston: D. C. Heath and Company, 1960.

Kephart, Newell C. The Slow Learner in the Classroom. Columbus, Ohio: Charles E. Merrill Books, Inc., 1962.

Moore, Elenora Haegele. Fives at School. New York: G. P. Putnam Sons, 1959.

SHE PROVIDES FOR THE CHILD'S SOCIAL ADJUSTMENT TO HIS PEERS

The best socialization takes place when children are free to engage in pursuits of their own choosing, working with materials they can use to express their own ideas. The teacher's evaluation of social development should be concerned with the social growth of individuals rather than with the mere outward appearance of a group herded into a series of conforming activities.

Moore, Elenora Haegele. Fives at School. New York: G. P. Putnam Sons, 1959.

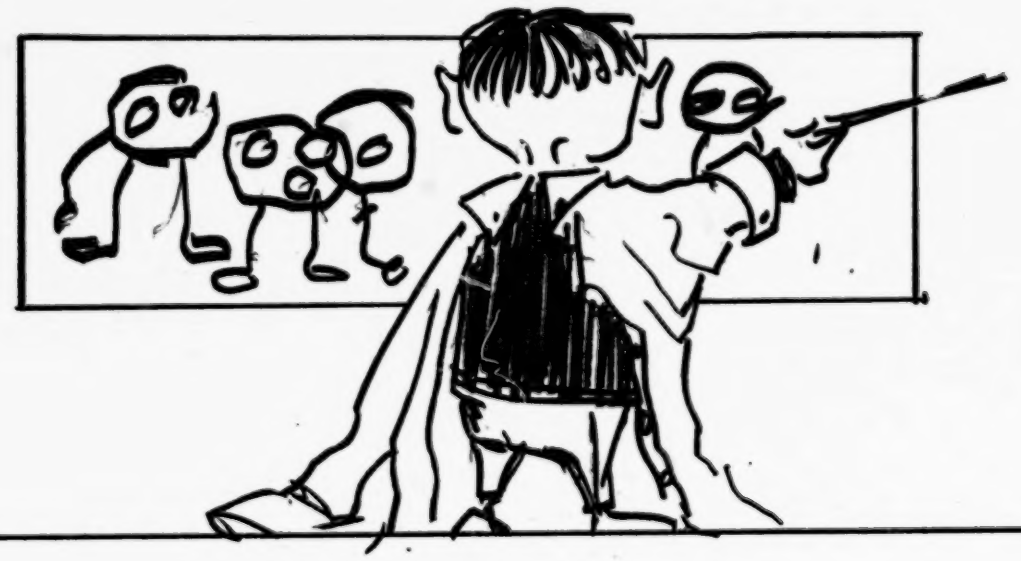
Berson, Minnie Perrin. Kindergarten, Your Child's Big Step. New York: E. P. Dutton and Company, 1959.

SHE PROVIDES A CREATIVE PROGRAM

A creative program is more than a series of "creative activities." It is a life process itself, so planned that a child's learning comes out of his experience and is expressed through his participation in, and initiation of, creative activity. Not only does the teacher provide varieties of materials and opportunities for many experiences, but her most important responsibility is to maintain a climate in which creativity can flourish.

In such a climate, accepting the child where he is, the creative teacher gains her own fulfillment in fostering the development of the child's potentialities, his confidence, his healthy self-concept, his growing skillfulness, his increasing insight into his world.

Winsor, Charlotte B. Creative Activities for Young Children. (Pamphlet #76). New York: Bank Street College of Education, 1960.



Individual Differences ---------- 12
Mental Growth ---------- 14
Social Growth ---------- 17
Physical Growth ---------- 20
Selected References ---------- 22

THE KINDERGARTEN CHILD

Kindergarten is a place for growing. Nowhere else in a child's school life can there be such rapid, satisfying gains when teachers accept, understand, and provide for individual difference.

From their families, kindergartners have learned ways of feeling, values to hold dear, behavior patterns. Some have received the love, security, and affection essential for wholesome living; some have been harmed by rejection and unreasonable or cruel discipline. In some cases, parents' worries have rubbed off onto the children. Death, desertion, and divorce may have disrupted the family group. Preschoolers whose mothers work outside the home have been cared for by substitutes--some adequate, some not so good. Parental aspirations for an individual child and for his siblings have had their effect. The child's relationship with those siblings and his numerical place among them leave their mark, too.

The family's place of residence and its economic status influence the children's growing years. Mountain village, desert outpost, fair-sized town, ranch, city, suburb, seacoast resort -- each flavors the lives of its children. Some kindergartners have always lived in comfortable, spacious homes surrounded by plenty of play areas; others live in flats or apartments far from the street level or in trailers that are moved from place to place. Some children always have been well fed, have had comfortable and clean sleeping quarters, adequate clothing, proper medical care. Others have existed close to starvation, have been bundled into ill-furnished quarters, have been dirty and inadequately dressed since babyhood. They will not all behave alike.

Children are conditioned by the culture groups to which their families belong. Family patterns of living differ from culture to culture. Different subclasses in various culture groups rear their children differently. Mores and behavior patterns in middle-class cultures are considerably different from those of other class cultures. Most California kindergartners and teachers come from middle-class homes and have middle-class ways of behaving. Children from other groups may find it hard to understand the patterns of the middle class, and middle-class teachers may not understand the values of other classes. Family religious convictions may influence children's behavior, as may membership in a minority group. Even the position of the family in the local social structure has an effect on youngsters.

Consideration of the multiplicity of influences which bear upon children helps teachers understand why children have unique personalities, know different things, have individual potentials for growth.

The teacher observes each child's behavior in the light of what she knows about him as an individual and what she knows about the physical, mental, social, and emotional characteristics of five- and six-year-olds in general. She is able to note recurring patterns of behavior which may indicate unmet basic needs. Some needs, such as those for food, drink, protection, and comfort may be classed as physical. Some are usually classified as emotional: needs for love, appreciation, security, interest, acceptance, support, achievement, success, contribution, independence, growth; needs for the feeling of belonging, of self-worth and adequacy; needs for freedom from embarrassment and fear, from excessive feelings of guilt, from believing that making mistakes is synonymous with failing.

When basic needs are fulfilled, a child is free to grow. When basic needs are denied, growth is stunted or detoured.

The kindergarten teacher sees her role as one of helping each child to take his next step in the long journey from dependence to independence. She knows that growth is facilitated as the children have opportunity to use their natural avenues to learning: dramatizing life as they see it; sharing and communicating; constructing, experimenting, and manipulating; being physically active; expressing themselves aesthetically and appreciating beauty in nature and in the aesthetic expression of other people. She provides opportunities for desirable experiences. She selects materials tailored to special needs; she supplies for each individual the support and the reinforcement necessary. As the teacher recognizes signs of growth, she measures the gains and continues to identify emerging needs as they occur in constantly changing patterns.

MENTAL GROWTH

All children want to learn. They are constantly seeking, discovering, exploring, testing, and inquiring. They are eager to learn about things which seem significant to them.

They learn best when they feel happy and adequate, when they are protected from demands not in agreement with their maturity levels. Insistence that they meet standards not in agreement with their individual maturity levels dulls desire to learn.

Teachers guide children in the process of learning by providing opportunities for discovering, for exploring, for creating, for experimenting, for organizing, for reasoning, for giving, for recognizing gains.

Teachers recognize that young children:

- -are intensely curious and eager to learn.
- -learn best by doing.
- -have a relatively short attention span which varies in relation to interest, maturity level, and guidance.
- -have a wide range of interests and may have difficulties making choices.
- -are extending their interests beyond themselves and things close to them.
- -have keen imaginations.
- -work in terms of immediate goals.
- -understand abstract and generalized terms only with reference to concrete situations.
- -may express, by verbalization, understandings which actually do not exist.
- -are growing in their ability to listen to others and to give some attention to the reason expressed.
- -are beginning to understand simple causal relationships.

Teachers help children to meet their intellectual needs by providing a learning environment which will:

-provide the resources children need for intellectual growth: the teacher guidance, the pacing, the firsthand experiences, the opportunities to develop meanings, to form concepts, and to extend understandings.
-stimulate and nurture their curiosity and interest, their need to know, to learn.
-help them to ask their own questions and to find answers--through provision of the realia, the informational materials, the trips, the resource people, and the teacher guidance at the point of need.
-give children abundant opportunities to make choices, to manipulate, to observe, to compare, to experiment, to explore, to create, to reason, to stretch their imaginations, to talk, and to express their feelings and ideas.
-be so warm, relaxed, and accepting of individual differences that self-confidence can grow.

Emotions color, permeate, and influence everything that one does. The general emotional climate within a family and the love relationships of its members provide a sense of basic security and trust which sets the stage for relationships with others outside the home. Love plays a most important role in a child's all-around development. The child who is given the full feeling of being loved feels emotionally secure, has faith in himself, feels that he has value as an individual, and can face the problems of life with courage and equanimity. The love relationship begins at home with the baby's relationship to his mother. As the child grows, this relationship extends to his father, to his sisters and brothers, to his playmates, and to other adults, in ever-widening circles.

Children develop healthy emotions through:

- -having experiences which are successful, most of the time
- -channeling natural emotions of anger and hostility into suitable outlets
- -having ample time to express their thoughts and having attention given to what they say.

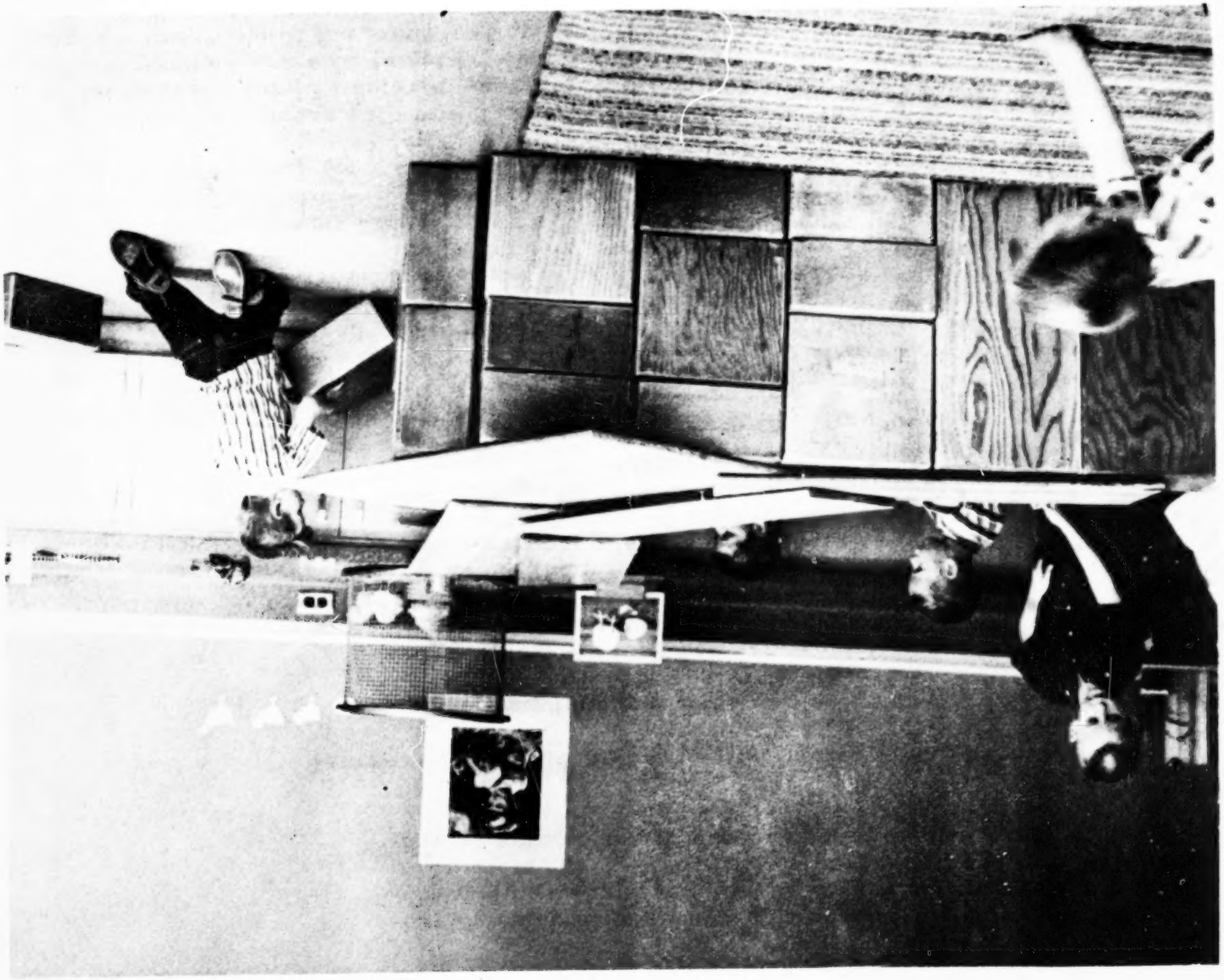
Teachers help children to meet their emotional needs by:

- -expressing love and affection for them for what they are--not for what they can do
- -recognizing success and yet providing comfort and support when children are unsuccessful
- -setting limits and being consistent in helping children to live within them
- -making no promises which cannot be kept
- -making no threats which should not be kept
- -providing a variety of means of self-expression and allowing freedom to create.

SOCIAL GROWTH.

What are appropriate ways of behavior for a responsible five-year-old? How are these ways acquired? Each child wants and needs to find a comfortable and contributing place in his group, but sometimes such achievement is not easily come by. School for kindergartners is at first a strange land. The teacher's ways are not as yet their ways. Indeed, even her language is often foreign to their ears: "You must wait in line for your drink." "Johnny had the ball first." "Sharon is talking now. It will be your turn when she has finished." "You cannot go outside now. We will all go later."

The degree of success with which each child works on the development of his social skills is largely determined by laws of maturation. Some children upon entering school are able to relate well to adults and children. Others may require the whole of the kindergarten year to establish satisfying relationships.



The development of social skills follows natural patterns of growth and development. Good relationships with the adults in the child's environment precede good relationships with children. Respect for self is a prerequisite to respect for others.

Children develop social skills as they:

- -participate in work and play activities.
- -have a part in planning.
- -share toys, blocks, other materials, and ideas.
- -make satisfying choices.
- -feel increasingly successful in most activities.
- -assume and fulfill responsibility.
- -learn to adjust to necessary classroom routines--to take directions and to be obedient in the presence of authority.
- -grow in ability to recognize the rights of others and to respect their feelings.

Teachers help children to meet their social needs as they:

- -provide a classroom climate in which children may interact in many ways with each other.
- -guide wisely the children's interaction with each other.
- -use simple social amenities throughout the day.
- -commend the children's use of social amenities.
- -arrange and rearrange many centers of interest in the classroom.
- -encourage the girls and boys to bring objects to add to the environment.
- -listen with respect to what children have to say.
- -share with them stories, songs, and pictures which portray the experiences of other children.

PHYSICAL GROWTH.

Each kindergarten child has traits in common with all other kindergartners; each has traits as uniquely his own as his fingerprints. All are growing through some of the developmental task sequences of very early childhood, but each is advancing at his own rate and in his own fashion.

Although kindergarten boys usually are slightly heavier and taller than girls of their age, most girls are about a year more mature physiologically than are the boys of the same chronological age. So, during a single school term, a teacher may be called upon to arrange opportunities for stimulating experiences appropriate to slow-maturing four-and three-fourths-year-old boys and experiences appropriate to fast-maturing girls of six-and one-fourth-years--as well as experiences suited to youngsters at all stages of growth in-between.

Although not all kindergarten children are at the same stage of growth and development, kindergartners as a whole have some physical characteristics in common.

They have entered a period of slow structural growth.
They tire easily.
They are highly susceptible to communicable disease.
Their large muscles are more fully developed than are their small muscles.
Handedness and eyedness are becoming established.
Hand-eye coordination is not complete.
Their eyes are not yet mature. Their eyeballs are still increasing in size. They may be far-sighted.
They still use some infantile patterns of speech.
The girls are usually about one year ahead of the boys in muscular coordination.

Teachers help children to meet their physical needs by:

- -providing many materials and much equipment which enable children to engage in a variety of physical activities.
- -encouraging creative activities: dancing, painting, singing, speaking, dramatizing.
- -providing a program in which there are alternating periods of vigorous and quiet activity.
- -realizing that restraint is not rest.
- -being alert to signs of fatigue.
- -encouraging children to use outdoor play area for running, shouting, climbing, and jumping.
- -providing opportunities for experiences involving digging, splashing, kneading, pounding, and carrying.
- -recognizing the early symptoms of colds, measles, chickenpox, and other contagious diseases.
- -being relaxed and encouraging enough to prevent and to remove tension.
- -encouraging children to be active in learning; not requiring them to sit still at close work.
- -making provision for a mid-session snack for each child.

SELECTED REFERENCES

Gans, Roma, Celia Burns Stenaler, and Millie Almy. Teaching Young Children. New York: World Book Company, 1952.

In "A Closer Look at Young Children" the authors draw attention to the similarities and differences among youngsters of similar chronological age. Emphasis is placed on personality development.

Gesell, Arnold, M. D., and Frances L. Ilg, M. D. The Child From Five to Ten. New York: Harper and Brothers Publishers, 1946.

Describes ten maturity traits as they appear in children at different ages.

Hymes, James L., Jr. Understanding Your Child. New York: Prentice Hall, Inc., 1952.

Explains that children are growing, purposing individuals who are "made and remade with every passing day."

Ilg, Frances L., M.D., and Louise Bates Ames. Child Behavior. New York: Harper and Brothers, 1955.

Tells how children's behavior grows, in several areas, during the first ten years of life. Emphasizes importance of safeguarding the worth and dignity of the individual child.

Russell, David H. Children's Thinking. New York: Ginn and Company, 1956.

Combines and applies to schoolwork some findings of child development and of psychology, explores into the intellectual development of childhood and adolescence, and presents a possible structure for the psychology of thinking.

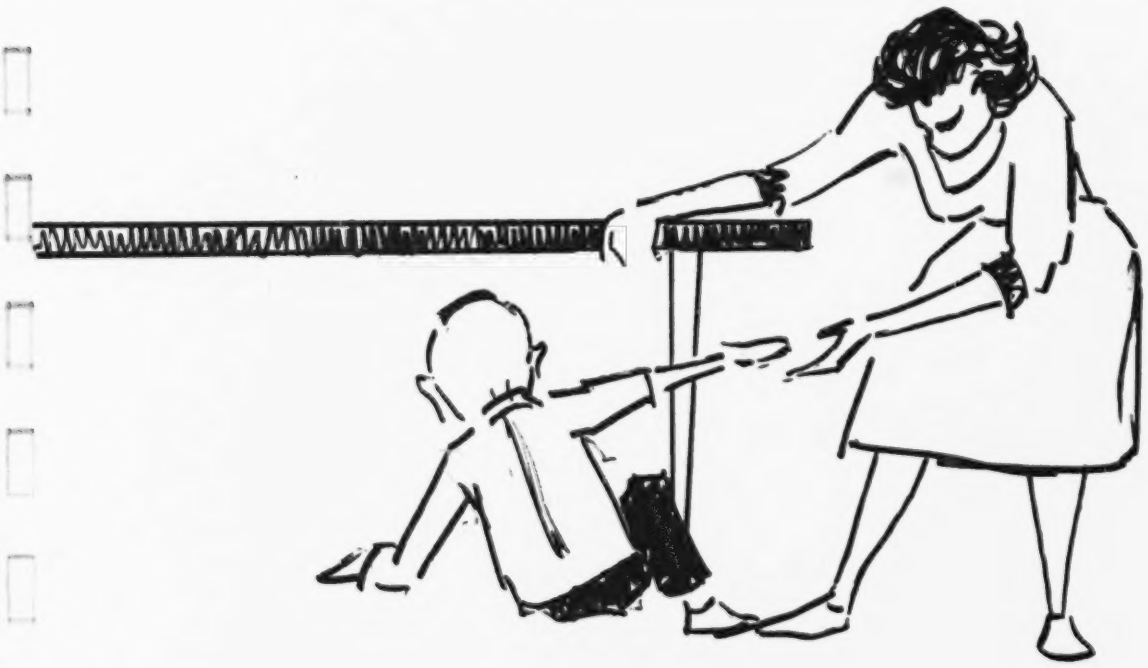
Needs of the Child ---------- 25
Teacher's Knowledge and Self-knowledge ---------- 26
Discipline ---------- 28
Responsibility ---------- 31
Identification and Help for
The Exceptional Child ---------- 31
The Aggressive Child ---------- 34
The Demanding Child ---------- 34
The Timid Child ---------- 35
The Precocious Child ---------- 35
The Physically Handicapped Child ---------- 36
Selected References

BLANK PAGE

The child in his first school experience is eager to learn which things bring approval. He needs praise for his appearance, his consideration of others, his ability to follow classroom procedures, and his helpfulness in cleaning and putting away materials. He should receive praise especially for improvement in any area, such as behavior or increased participation in activities.

He needs physical expressions of friendship, affection or comfort. A pat on the shoulder, a hug, being held on the teacher's lap are more meaningful to the child than words, but he must also often be told in words of the teacher's friendship and affection.

He needs to be trusted, to be assumed innocent and of good motives in each new situation until proven otherwise. Sometimes a child needs private times to talk with the teacher, and his confidences must be respected. He must sense that he will be treated fairly at all times.



He must be able to face his weaknesses and accept them without loss of self-esteem. Each acceptance by the teacher of a child's mistake as a perfectly normal thing, with emphasis upon the opportunity it provides for improvement, will lead the individual and the group to relax fear and tension about failure. The children will often re-assure themselves to each other by saying casually, "I goofed," or "He only made a boo-boo." The teacher can also be quick to admit any mistakes she makes and show how she can correct it or learn to do better next time. The children will tend to imitate the attitude of the teacher toward mistakes and will accept and respect themselves and others in much the same way that she shows her feelings.

This chapter was copied, with permission, from Kindergarten Guidebook. Mt. Diablo Unified School District (Concord: California, 1962.)

He is an individual and needs to be liked and respected for himself as he is, with all his faults and immaturity. If he sucks his thumb, twirls his hair, bites his nails, chews his blanket or picks his nose, he still needs to be understood and liked. He probably needs such affection more than the child who doesn't have such mannerisms. The child who bullies others, who masturbates, or who wets his pants must be accepted and liked if he is going to get the support to enable him to overcome his symptoms. It may be more difficult for the teacher to really like and respect these children because they require more attention, but each child deserves and needs acceptance and affection. The approval of the teacher means much to him. As she shows that she appreciates him for himself, regardless of his behavior, she helps the group to accept him. When he understands that he has the approval and acceptance of the teacher and the group he feels that he belongs and can then mature more surely.

Teacher's Knowledge and Self-knowledge

While the teacher's feelings about children are of prime importance, they are only part of a team. Knowing facts about each child, and developmental facts about children in general is a necessity, also. Knowing herself and her own limitations is essential to helping children gain self-confidence and self-control.

How much differently the teacher perceives Jerry if she knows he has worn a patch over one eye since infancy, and now faces eye surgery. She can furnish strong undergirding to Bonnie who whines, tattles, and clings to her, if she knows that Bonnie has just lost her father and that mother has had to go to work--leaving her with a baby sitter.

If she remembers that each child is unique, both in his physical and mental equipment, and in his emotional and social experiences, it is much easier for her to accept Darrell's four-year-old behavior in a kindergarten made up of children chronologically five years of age. It is also easier for her to help the other children accept him. Perhaps he can't sit still on the rug to listen to the entire story of the Three Bears, but he may be able to be a delightful baby bear--complete with realistic sound effects--in case the children wish to play the story. Other children can be guided to appreciate his contribution.

In her appraisal and guidance of children, there are several points about mental health which the teacher should keep in mind. Can she accept the fact that it takes time for a child to grow? Can she accept the child for what he is now and respect him, also, for what he is? Does she feel free to let the constructive forces within the child himself go to work? Can she modify her own behavior to spare the children in her group the burden of her tensions and irrational pressures? If she can grow in these areas, she is well on her way to helping children to self-understanding and self-acceptance.

Discipline

The best discipline can be obtained through gentleness and fair treatment by the teacher. The teacher who has faith in the ability of the child to achieve his best self in the proper environment will provide an atmosphere of affection and acceptance, without punishment for failure or status rewards for good behavior, so that the child can be free to be himself and develop inner values and controls.

In discipline some of the desirable factors are consistency, justice, sensitivity, and flexibility. Each situation may require more of one factor than of another. Discipline and punishment are not the same thing. "The sensitive teacher cannot bring herself to use her mature physical power on an already helpless and upset child." (Kindergarten: Your Child's Big Step, Berson, p. 111). Physical punishment is not the only type of negative pressure that is harmful to a child. Subtle actions, such as comparison of behavior or achievement with that of other children in a derogatory manner, a sarcastic or belittling remark, or even just a disappointed expression can undermine a child's confidence in his ability to improve.

The child should receive recognition for improvement in behavior, but without pressure to conform to adult standards continually in order to win approval. He must be permitted to find satisfaction in achievement of his own goals for behavior. As the child feels loved for himself, regardless of his behavior, he develops a desire to imitate the one who loves and accepts him. Discipline enables the child to be more able to control his impulses, to think before he acts, to give up some of his own desires in order to think of others.

"Discipline means that a child learns right from wrong; good from bad; the decent, the kind, the gentle, the thoughtful from the indecent and cruel and hurting, and that he acts on what he knows because he believes in it." (The Child Under Six, Hymes, p. 158).

Discipline in the classroom depends largely upon the personality of the teacher. She should maintain a consistent atmosphere, in spite of crises of spilled paint, flying fists, and destroyed projects. She keeps cheerful, and with a sense of humor helps the children to accept changes and threatening situations.

She anticipates problems and changes activities before fatigue or over-stimulation become obvious. Rearranging equipment or introducing new material can help change the atmosphere when needed. The teacher helps the children who have received bruises to the body or spirit with a comforting phrase or a pat on the shoulder, praising them for their courage in facing the difficulty.

The teacher helps children build good relationships with each other by helping them to understand the source of their conflicts, and helping them to solve their problems by evaluating in terms of fairness or helpfulness. She accepts the need of each participant in a dispute, and may say, "I understand how you feel, Jane. You want to play with the doll. Mary, you want the doll, too. How can we work it out to be fair to both of you?" Five-year-olds have the ability to reason about such matters and can often come to satisfactory solutions. The teacher can help children to substitute words for action in angry situations.

The teacher's complete acceptance is shown by being calm, friendly and patient. She gives warmth and affection to each pupil--clean or dirty, good or bad, clever or dull. She has no isolation corner. When a child feels segregated from his group, his fears may lead him to act sorry, but his feelings of rejection may cause him to grow more hostile than before.

Some ways of relieving tension in the classroom are to initiate a change of pace by suggesting such activities as working with pliable materials--finger paint, clay, dough, or with water-floating objects in a pan, pouring water into various containers, blowing bubbles, or with paints at the easels. Useful ways to help children release genuine feelings are through:

songs, chants, dramatic play and rhythmical bodily movements freely expressed to relieve pent-up emotions.

outdoor play involving large muscles in climbing, running, jumping, etc., and non-competitive games for explosive release.

listening to stories and poetry that are appealing to the children and help them to relax.

Discipline is most effective when it is not based on punishment, but depends upon affection and trust. Standards should be based on what the five-year-old can actually be expected to live up to. Obedience must be required with a quiet, friendly firmness, and the children must be secure in knowing the limits are clear and will be maintained. Punishment often increases the need which caused the undesirable behavior. More understanding and affection are the best cure for misbehavior.

Responsibility

As the five-year-old grows more independent he is able and eager to take more responsibility. Each may have a different area in which he can be successful at first. But the teacher can help the child begin to assume new responsibilities for hanging up wraps, caring for pets, emptying wastebaskets, washing easels, cleaning up after spills, dusting shelves, arranging books, placing flowers in bowls, and keeping collections such as shells and rocks dusted and arranged.

Growth cannot be pushed. Forcing the child beyond his own readiness leads to feelings of inadequacy. The teacher must provide the environment to encourage maximum growth. She encourages the child to grow in independence, self-reliance, initiative, and dependability. She must help those who make mistakes or who do not complete their jobs, to find ways to improve without feeling blame or failure.

Identification and Help for the Child Who Is Exceptional

If the child's behavior is not similar to that of others of his age it is time to check for signs of trouble. You may find that the differences are simply a part of his individuality, his own style of behavior, or you may find that he is not happy with his differences and that they are his ways of letting you know his needs. The child who manifests undesirable behavior symptoms does so in effort to achieve individual recognition. He is asking for help. Bad behavior is not a personal insult to the teacher, but is an expression of a need.

[illegible] needs to recognize the child who is exceptional. She observes him as he works or plays with the group in the room or on the playground or as he seeks activities alone. When unusual behavior is persistent or continuous it must be given attention. As often as possible, the teacher should make written notes of the observations of an exceptional child. She may find out from listening to the other children, from talking with the child without probing, or from conferences with the parents whether the behavior is new or of long durance. Behavior with a long history indicates problems that are of much importance to the child. New behavior suggests that great pressure has been recently added--at home or at school. The child usually does not know why he behaves as he does.

Sometimes the danger signals the child exposes are so serious that the teacher should seek specialized help. The guidance consultant, the curriculum consultant and the principal can be called upon to assist in helping the child. They may need to enlist the services of the school nurse or of a social worker or psychiatrist.

The teacher can help many exceptional children, who are not seriously distressed, by understanding the meaning of their behavior, guessing at possible causes, conferring with parents, and giving specific attention to the child in need.

The child who is overly aggressive is likely to receive immediate attention from the teacher. It is easy to feel angry toward him because of his unfair treatment of others. But the understanding teacher can sympathize with the feelings underlying his behavior. Even when she must stop his aggressive action she can show him that she understands how he feels. She can give him opportunities to express his feelings in activities that are acceptable and safe.

The teacher can provide means for the aggressive child to work out his hostilities. Sometimes he can be helped to understand his need to bully classmates because he is jealous of the new baby at home. He can become used to the idea of a new baby by being given a doll to play with alone or in dramatic play. Let the aggressive child beat up the mother doll, or bury the father doll in the sand, or drink from the baby bottle. Being able to express these needs gives the child freedom to grow beyond them. Such behavior is more acceptable than the expression of that resentment upon playmates.

Perhaps as teachers we cannot always accept this aggressive behavior toward toys, but we can see that it is normal to punch a punching bag, to pound nails in wood, or to punch clay in order to relieve hostility. A large inflatable plastic figure, sometimes named a "Joe Palooka" can be knocked about most satisfyingly. Out-of-door play, games with shouting and tumbling give release.

The aggressive child will probably not become friendly all at once after being provided outlets for his anger. But he can indicate improvement by threatening instead of hitting, by using abusive language instead of fists, by tearing or marking pictures. These steps are signs of his gain of control over his physical impulses to do bodily harm. Dr. Fritz Redl has said that physical punishment is the worst thing in the world for an over-aggressive child.

The demanding child will also gain the attention of the teacher because there is no escape from him. He makes faces, clowns, acts silly, makes noises, distracts the class from their interests, and interferes with the plans of the teacher. Punishment or segregation seems to make his behavior more pronounced. This child has not had the approval and appreciation that he needs. He must have attention. The teacher can give it to him in acceptable ways. She can find out what he likes, what he can do well, which kinds of things he has at home that he can bring to show. Give him a chance to gain status. Let him have an important part in dramatic play, be the leader in a game, take responsibility for a task in the room, and participate in an activity where he will be sure to be successful. And remember to praise his achievements, calling attention of the group to his accomplishments. He also needs to have some time alone with the teacher, when she will listen to him and talk to him about his interests without the interference of anyone else.

The child who is overly timid or reluctant may behave so quietly that for some time the teacher will not be aware that he is also in need of help. He doesn't bother anyone and may appear to be conforming to classroom procedures. Some children are really comfortable and secure in quiet activity, feeling a part of the group even if not participating. But others may be lonely and want to be noticed and drawn into the group. The child who is never chosen by another to be in the game, to sit by at story time, to help with a puzzle, may be desperately wishing to be included. The teacher cannot force the shy child to be outgoing, or demand that the group include him. She will have to slowly build his self-confidence through her personal relation with him. If he resists her efforts toward physical kindness she may have to begin with a frequent smile, little comments of praise or encouragement out of the hearing of the class. As he gains faith in her she can notice his success in some activity and call attention to his accomplishments. She can choose him to do things for her or for the class. She can say to the class, "John suggested that we could make a door for the playhouse here," whenever he does offer an idea, so that he begins to feel appreciated. She can find out what he might be able to excel in and give him special help until his skill can be recognized by the class. She can help him to team up in an activity with a child who will give support and confidence.

The child who is precocious in some area needs special attention. He may become bored with activities that seem immature to him, and may become withdrawn or boisterous. The teacher should provide a wide range of activities, helping the mature child to find those which are challenging to him. He can be assistant to the teacher in work for which he is suited. If he has learned to read at home, he can help her place labels or arrange books in groups. He can be directed toward a hobby, such as stamp, shell, or rock collecting, or he may wish to make a book about a special interest of his.

The physically handicapped child may display symptoms that appear to be misbehavior, but which may improve or disappear under medical care. If the teacher suspects a physical defect she should refer the child to the school nurse, who can arrange for examinations. If the child has an obvious physical handicap which is under treatment, the teacher must accept him as a capable child in so far as possible, and help the other children to accept him as capable, minimizing his handicap.

When children show signs of being seriously emotionally disturbed or neurologically handicapped or mentally deficient, the teacher should refer them to the guidance consultant. In the classroom she must try to accept them and help them to fit into the group as much as possible. She should try to stimulate the dull child and offer him concrete aids to learning, by giving him specific tasks to do, showing appreciation for his efforts. The teacher must try to minimize stimulation for the emotionally or neurologically handicapped child. Above all, the teacher must avoid becoming emotional herself while attempting to help these children.

In all cases in which a child's behavior deviates greatly from that of his age group the teacher must be patient while waiting for his behavior to improve. Even when she does all the best things to help such children, it takes time for changes to occur. If the teacher can see the child begin to become happier, to show more self-understanding and self-control she can feel satisfied that her efforts have been worthwhile.

SELECTED REFERENCES

Association for Supervision and Curriculum Development. Perceiving, Behaving, Becoming: A New Focus For Education. Washington, D. C.: National Education Association, 1962.

Offers a modern point of view regarding the role of perception to mental health and achievement.

Frank, Lawrence K. The Fundamental Needs of the Child. New York: The National Association for Mental Health, Inc., 1952.

Considers each of the basic needs of the child; stresses their importance.

Gillham, Helen L. Helping Children Accept Themselves and Others. New York: Teachers College, Columbia University, 1959.

The importance of self-acceptance as a prerequisite to acceptance of others is emphasized in this booklet.

Gordon, Ira J. Children's Views of Themselves. Washington, D. C.: Association for Childhood Education International, Membership Service Bulletin, No. 104, 1959-1960.

Stresses the importance of the child's self-concept in his behavior.

Gordon, Ira J. The Teacher as a Guidance Worker. New York: Harper and Brothers, 1956.

Describes the teacher's most important role: that of understanding and meeting the needs of each individual child.

Rasmussen, Margaret I. Don't Push Me. Washington, D. C.: Association for Childhood Education International, 1960.

Presents practical suggestions for teachers and parents of young children which will help to relieve the present day demands for stepping up educational programs.

Redl, Fritz. Understanding Children's Behavior. New York: Teachers College, Columbia University, 1961.

This valuable booklet offers many guidelines to teachers seeking to understand and to help children.

Basic Principles----------
Value of an Outdoor Program ----------
A Typical Day----------
Selected References----------

THE DAILY PROGRAM

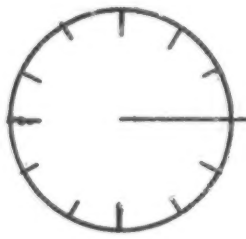
There are basic principles which provide a foundation for any well-planned daily kindergarten program. A good day is leisurely, yet stimulating. There is a fine balance between quiet and active periods and between group and individual activities. There are experiences with people and things in the community, and there are opportunities to get close to the earth and to animals. There are opportunities to work things out in child-sized ways--to rub off the rough edges without too much adult intervention. And there is guidance by a well-prepared teacher who is aware of what the children are saying through their behavior.

There are many details and many activities that need to be dovetailed to form a schedule which is complete, satisfying, and tailored to each child. Some of the factors to be considered are:

-the length of the school day
-the time of day--morning or afternoon session
-the physical arrangement of the room
-the room's relation to the outdoor play area
-the size of the class
-the time of the year
-the maturity and interests of individual children
-the equipment available.

Lacing these component parts together in a way that gives them purpose and meaning will help assure "good days."

The kindergarten schedule is flexible. The teacher is guided, but not bound, by clock-time. She is constantly aware of child-signs which help to guage optimum length and pace of the activities of the day.



In San Bernardino County, the climate is usually such that children can carry on most of the activities of the day out-of-doors. Equipment for the outdoor centers can be just as varied and just as complete as equipment for the indoor centers.

An outdoor kindergarten program has many advantages over a program carried on within the confines of an indoor classroom. Some advantages are that:

-it is more in keeping with the nature of children.
-it permits children more freedom in action and in voice.
-it frees the children from many of the restrictions necessary indoors.
-larger equipment and more inexpensive accessory materials can be used to advantage.
-all materials can be more freely explored and manipulated.
-it is fun to work and play out-of-doors in the sunshine and the fresh air!

A TYPICAL DAY

The following schedule suggests a sequence of activities, and the time which might be devoted to each, in sessions of 180 minutes, 150 minutes, or 130 minutes. Adjustment should be made according to the day-to-day needs of the children and the length of the session.

BLOCKS OF TIME	ACTIVITIES	
	The Children	The Teacher
Preparation for the Day's Activities-about 30 minutes		Checks notes, mail, supplies, and projector and record-player schedules. Regulates the heat, light, and ventilation. Prepares the paint, clay, and construction materials. Cares for flower arrangements and plants. Reviews plans and the materials to be used. Sets up music, art, science, and construction centers. Puts out the accessories for play.
Informal Conversation	Arrive. Remove wraps. Check in with the teacher. Give notes and milk money to the teacher. Visit informally with the teacher and with their peers.	Greets children and parents. Observes children for signs of illness or fatigue. Collects money and notes. Visits with children.
Social Studies and Other Work and Play Activities-about 60 minutes for all sessions	Begin work and play activities outdoors or indoors. Build with blocks, boxes, and planks. Play in the playhouse and other centers.	Guides, praises, and encourages children. Helps them explore physically, socially, verbally, and mentally. Is aware of disputes and misunderstandings; offers guidance as needed.

BLOCKS OF TIME

ACTIVITIES

The Children	The Teacher
Play with large wheel toys outdoors, or with floor toys indoors.	Watches for emerging interests.
Look at books.	Makes note of pictures, informal stories, songs, and rhythms.
Assemble puzzles.	Notes properties needed for work and play.
Try simple music instruments.	Notes conversation and other leads for next day's play.
Work in the garden.	Makes anecdotal records of children's activities.
Care for pets.	Helps children to make choices.
Work with paint, clay, or other art mediums.	Observes individual and group work.
Experiment with science materials.	Improves standards by helpful suggestions and questions.
Clean up and put away materials.	Helps children see relationships, seek causes, and solve problems.
	Shows appreciation for and enjoyment of the children's efforts.
	Helps children to develop attitudes of appreciation for each other's work.
	Demonstrates correct use of new tools and materials.
	Goes from one center to another; watches for leads for next day.
	Suggests cleaning up.
	Writes children's names on clay, wood, and paintings.

Physical Education, Toilet, Nutrition, and Rest-about 40 minutes		
Physical Education-about 30 minutes for 180-minute sessions and 150-minute sessions; about 20 minutes for 130-minute sessions	Play on the apparatus.	Goes out with the children; observes and guides their play.
	Use large wheel toys, balls, boxes, planks, and blocks.	Shows safe use of equipment.
	Play in the sandbox.	Watches for children's safety.
	Participate in water play.	Plays rhythm instruments to accompany children's rhythmic movement.
	Have rhythms.	Helps them accompany their own rhythmic activities.
	Play simple rhythm instruments.	
Toilet and Nutrition-about 20 minutes for all sessions	Go to toilet; wash hands.	Helps children with clothing.
	Help distribute straws and napkins.	Observes bathroom procedure.
	Drink milk or juice and eat food.	Visits with children.
	Visit.	Has nutrition time out of doors when possible.
	Help clean up.	Has mid-morning snack with group.
		Encourages use of social courtesies.
		Encourages conversation.
Rest-about 20 minutes for 180-minute sessions; none for 150-minute sessions and 130-minute sessions	Lie on rest pads, covered with blankets if the weather is cold.	Darkens room.
		Prevents drafts.
		Helps children relax.
Storytelling, Music, Rhythms, and Dismissal-about 50 minutes for 180-minute sessions; about 40 minutes for 150-minute sessions; about 30 minutes for 130-minute sessions		

BLOCKS OF TIME	ACTIVITIES	
	The Children	The Teacher
Storytelling	Look at books. Listen quietly to stories and poems read or told by the teacher or other persons. See and talk about suitable audio-visual materials. Take part in the dramatization of familiar stories. Tell stories.	Tells or reads stories and poems. May introduce guest storyteller. Prepares children. Shows materials. Retells familiar stories exactly the same way each time. Encourages children to participate in story-telling. Records children's stories, occasionally.
Music and Rhythms	Gather together to sing, dance, create, listen, and respond rhythmically to music.	Follows suggestions in music section of this guide.
Dismissal	Go to the toilet and put on wraps. Get paintings, clay, or wood they want to take home.	Assists with wraps. Talks informally with parents who come to s chool.
After School The teacher has much to do. She	Adds anecdotal records to children's cumulative folder. Plans ways in which to meet children's needs. Does parent-teacher work: group meetings, individual conferences, home visits. Plans the activities and tentative schedule for the next day on the basis of the present day's activities. Selects music, stories, poems, and accessories to use the following day.	Previews audio-visual materials; selects materials for use with children. Prepares paint, clay, and wood. Changes wall pictures to stimulate or enrich activities. Changes displays of children's art work. Checks garden and pets. Puts away outdoor equipment. Locks outdoor cupboards and gates.

The Indoor Classroom ---------- 48
The Outdoor Classroom ---------- 49
The Teacher ---------- 50
Selected References ---------- 53

THE ENVIRONMENT FOR LEARNING

A challenging kindergarten environment offers girls and boys an invitation to learn; indeed, it almost compels the young child to learn. A lush environment presents children with opportunities for choosing, for experimenting, for sharing, for creating - yes, even for dreaming. Teachers recognize that the school environment should reflect the best that is known about children, about the way they learn. It contains a wide variety of materials to take care of individual differences. The walls are not overcrowded with dated holiday pictures or art work. There are not so many things that they clutter the working spaces and confuse the young child. There are quiet, restful spaces where children may gather. There is a nook or corner where a child may quietly listen to a recording.

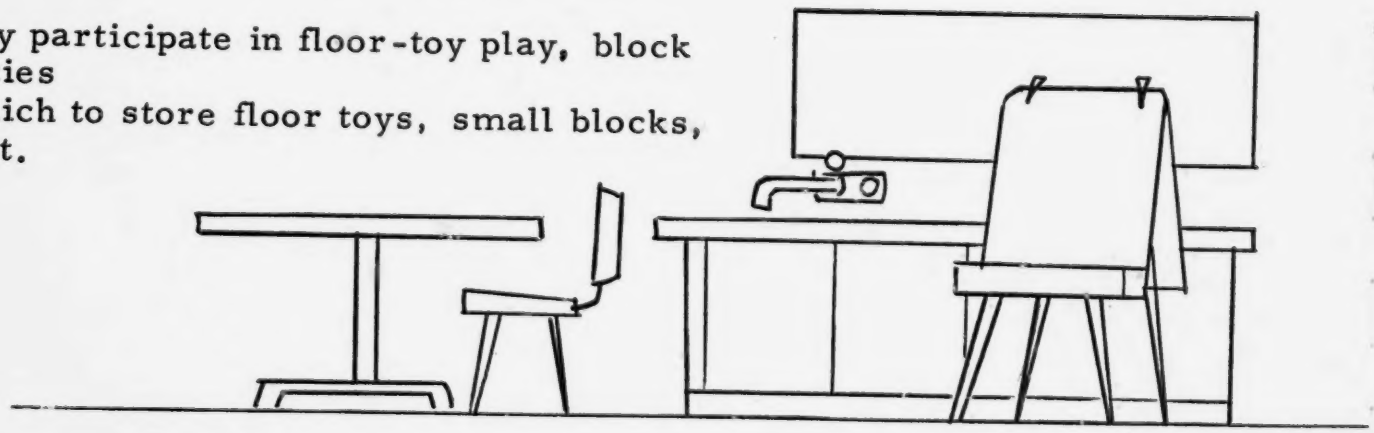
The teacher is an important part of the kindergarten environment. According to Lucy Nulton, "What better environment for any child than one where a teacher feels challenge, where both child and teacher enjoy and are happy in the day's living at school?"*

*Lucy Nulton, "Environments Today That Invite Learning," Childhood Education, 39:60, October, 1962.

THE INDOOR CLASSROOM

The indoor classroom should include:

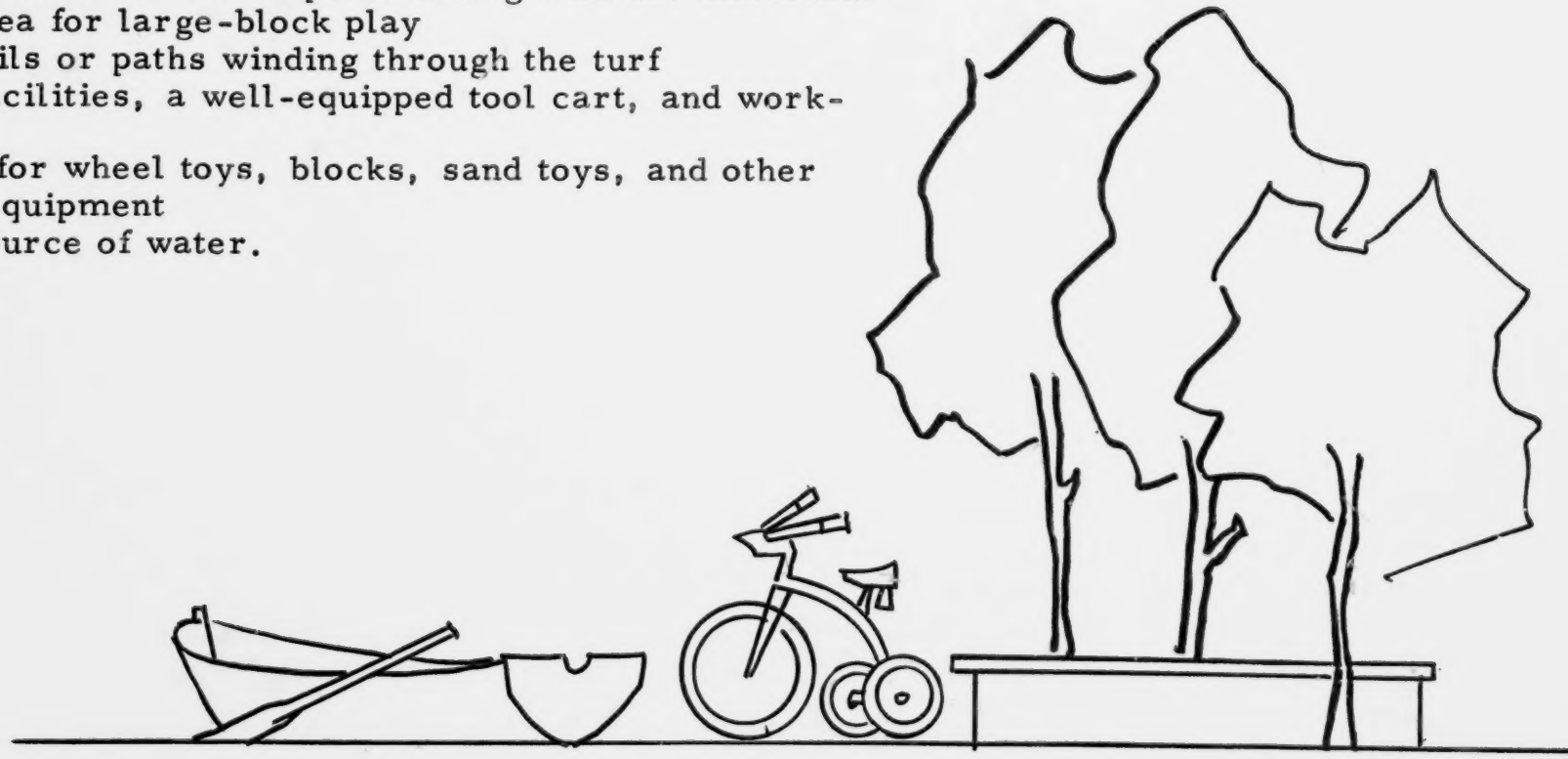
- -a place where the teacher and groups of children may meet to tell and to listen to stories and poems, to share ideas and information, to sing, and to listen to music. In the area there should be a rug, a pinboard, and a low table or shelf.
- -a playhouse center, with movable room dividers, furniture, and accessories
- -other social studies centers, such as a bakery or a market, as needed
- -an art center, with a sink adjacent to an area equipped with an easel, a drying rack, and tables; a pinboard with cabinets near by in which to store art supplies and equipment
- -a listening center, with an electrical outlet, a low surface large enough to accomodate a record player, a tape recorder, and a listening post; chairs, and shelves for the storage of rhythm instruments
- -a library center in a well-lighted area, with a table, chairs, a bookcase, and a pinboard
- -a science center, with chairs, tables or other surfaces on which to place materials for manipulation and observation, and a pinboard
- -space in which children may participate in floor-toy play, block play, and rhythm activities
- -cupboards or shelves on which to store floor toys, small blocks, and other play equipment.



THE OUTDOOR CLASSROOM

The outdoor work area should include:

- -a place where the children and teacher may meet to share ideas, to relate experiences, to listen to stories, poetry, and music, and to plan
- -a sandbox near a faucet
- -an area near the sandbox and source of water where larger, more rugged counterparts of indoor playhouse equipment can be placed
- -a low platform for use in play
- -real transportation equipment, such as a jeep or a boat, if obtainable
- -easels and low tables for use in experimenting with art materials
- -a flat-surfaced area for large-block play
- -hard-surfaced trails or paths winding through the turf
- -lumber-storage facilities, a well-equipped tool cart, and work-benches
- -storage facilities for wheel toys, blocks, sand toys, and other movable play equipment
- -pet pens near a source of water.



THE TEACHER

The emotional climate of the classroom determines the quality of the living and learning that take place. The teacher plays an important part in establishing and maintaining an emotional climate which guarantees security, acceptance, and love for every child.

The degree to which a child grows to feel competent, meaningful to other human beings, and interested in school achievement will be influenced strongly by how well his teacher understands him and by how skillfully she uses her understanding in her work with him.

It is said that much of a child's feelings about himself as an individual will develop from the image of himself which he sees reflected in his first teacher's eyes. Self-confidence releases the child to learn creatively and to share his ideas and emotions with other people. Indeed, the teacher plays a very important role in the learning environment.

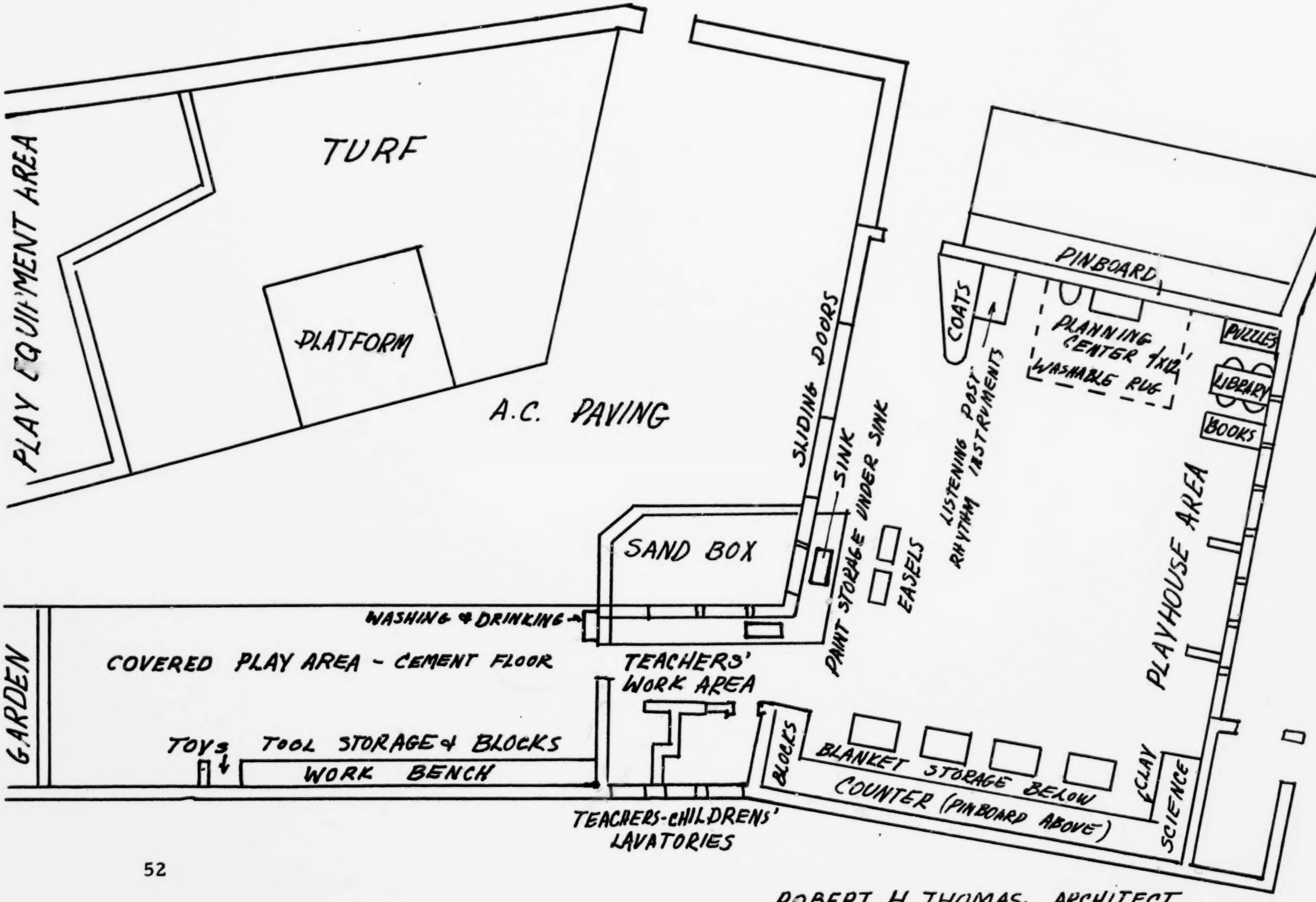
The teacher helps children to realize their fullest potential to the extent that she:

- -really loves children.
- -helps each child to be his best self.
- -gives each child the support which helps him have success.
- -gives comfort to the child in trouble, so that momentary failure is not overpowering.
- -overlooks some mistakes.
- -adjusts the day's activities to fit the pace of individual children.
- -plans the day so that children do not feel hurried.
- -protects children's feelings.
- -values each child's interests, purposes, and needs.
- -remembers that behavior is caused; looks for underlying causes.
- -has a non-punitive attitude about behavior.
- -remembers that school is for children.
- -helps each child to find a secure and happy place in the group.

-gives each child the feeling that a portion of her time is his alone.
-understands the developmental level at which each child appears to be functioning and the next level toward which he is striving.
-plans activities around children's needs and emerging interests.
-gives praise freely and sincerely.
-has a sense of humor.
-arranges opportunities for children to participate in activities through which they may:

-satisfy their curiosities.
-solve problems.
-engage in dramatic play.
-manipulate and construct materials.
-share and communicate ideas and feelings.
-see relationships between and among ideas and things.
-draw conclusions.
-be physically active.
-express themselves aesthetically and enjoy things of beauty.

The teacher utilizes the school and the community itself as imperative extensions of the classroom learning environment.



ROBERT H. THOMAS, ARCHITECT

APPLE VALLEY

SELECTED REFERENCES

Association for Childhood Education International. Equipment and Supplies. Washington 16, D. C.: National Education Association, 1961.

Lists necessary equipment and supplies, age level for use, and names of manufacturers and distributors.

Berson, Minnie Perrin. Kindergarten, Your Child's Big Step. New York: E. P. Dutton and Company, 1959.

A short, readable presentation of what a good kindergarten should be, the harmful effects on children of overcrowding; suggests the kind of materials and equipment that should have priority in the kindergarten.

California Elementary School Administrator's Association. Instructional Supplies and Equipment for the Four and Five Year Olds, Monograph 2. San Francisco: The Association, 1958.

Provides lists of supplies and equipment.

California State Department of Education. Kindergarten Education in California. Vol. XXIX, No. 5, April. Sacramento: 1960.

Summarizes findings of a state-wide survey of kindergarten education. Values which result, the major problems and needs which exist, and suggestions for improvement of kindergarten education are outlined.

An appendix includes a guide to use in studying a young child, criteria for evaluating a school for young children, and a list of equipment and materials for the kindergarten and primary grades.

Department of Elementary School Principals. Those First School Years, Vol. XL, No. 1. Washington, D. C.: National Education Association, September, 1960.

Contains articles of interest to administrators as well as to teachers by authorities in early childhood education.

Teacher Preparation ----------58
The Arranged Environment and Children's
Responses ----------62
Expression and Clarification of Ideas ----------65
Dramatic Play ----------65
Exploration and Experimentation ----------70
Study Trips ----------70
Use of Audio Visual Materials and Books ----------71
Conversation ----------72
Creative Expression ----------73
Units on Home and Garden ----------73
Selected References ----------86

SOCIAL STUDIES

A good social studies program helps each child to:

- -become well informed about people in his home, school, and neighborhood--who they are, what work they do; about processes; about places significant to him; about events.
- -make a beginning in the use of the scientific method of solving his own problems: hypothesizing, testing his ideas, and forming tentative conclusions based on the information he is able to gain through a variety of means.
- -pursue an interest and develop an appetite for information.
- -develop self-confidence.
- -grow toward worthy group membership.
- -develop a way of feeling, of thinking, of acting, which will help him to begin to understand the responsibilities and privileges of citizenship.

Social studies experiences offer the child opportunities to acquire a variety of meanings. These meanings enable him to enlarge his concepts about his social and physical world and to build wholesome attitudes toward people and things. The richness and variety of the young child's learnings depend on how well his teacher understands the needs of children and how well she provides the kinds of situations which invite and encourage learning.

TEACHER PREPARATION

Much thought and preparation on the teacher's part are necessary before school begins in the fall.

The teacher knows that to guide children wisely, she must understand them. She must keep in mind their economic and cultural backgrounds. She should gain an idea of some of the experiences which might have been a part of their preschool life. She should be aware of some of the firsthand experiences which her children might not have had and which the school must supply if the children are to build adequate meanings and concepts.

Gathering Background

She needs to familiarize herself with the information provided by parents at registration time. Thoughtful consideration of a wide variety of information is vital to understanding.

A preliminary study of the community will help the teacher anticipate the depth and breadth of some of the interests the children may bring with them to school. Such an inventory is essential in planning the frequent study trips that are so important in kindergarten. The teacher visits the neighborhoods from which the children come. She visits such places as the creamery, the control tower at the airport, the freight yard, the garage, the gas station. She takes pictures and makes notes. Information thus gained will help the teacher to plan opportunities for worthwhile experiences based on the children's interests, needs, and previous experiences.

The teacher reads for background information. She selects large, clear pictures for her social studies file. She acquaints herself with the audio-visual materials available from the County Schools Office and the central office of the local district which would interest the children and help them solve their problems.

The teacher keeps a scrapbook of stories and poems to read and to tell. She keeps an assortment of picture books as further information resources for children. Some of these are illustrated.

During the school year the teacher adds to her collection of material. She continually surveys the community. She makes arrangements for study trips. She finds out which members of the community can be called upon to contribute to the children's experiences.

Determination of Potential Goals

Broad goals are kept constantly in mind by the kindergarten teacher as she prepares to guide children in exploring the social studies areas of the home, school, and neighborhood, and as she makes provision for children's day-to-day activities. She selects from the broad areas suggested in the State framework for the social studies* those appropriate for her group.

She plans carefully so her group will have many opportunities to acquire meanings which will help them to develop concepts relative to the following areas:

The Home and The Family

- -roles and responsibilities of family members
- -how families are alike and how they differ
- -health and safety practices of family members
- -vacations and other leisure time activities of family members
- -children's work and play at home
- -how home activities differ during the year
- -how family members work together
- -machines, tools, and equipment used in meeting the basic physical needs of the family
- -selection and care of pets and other animals.

*Social Studies Framework for the Public Schools of California. Prepared by the State Curriculum Commission. (Sacramento: California State Department of Education, June, 1962.)

School Life and The School Plant

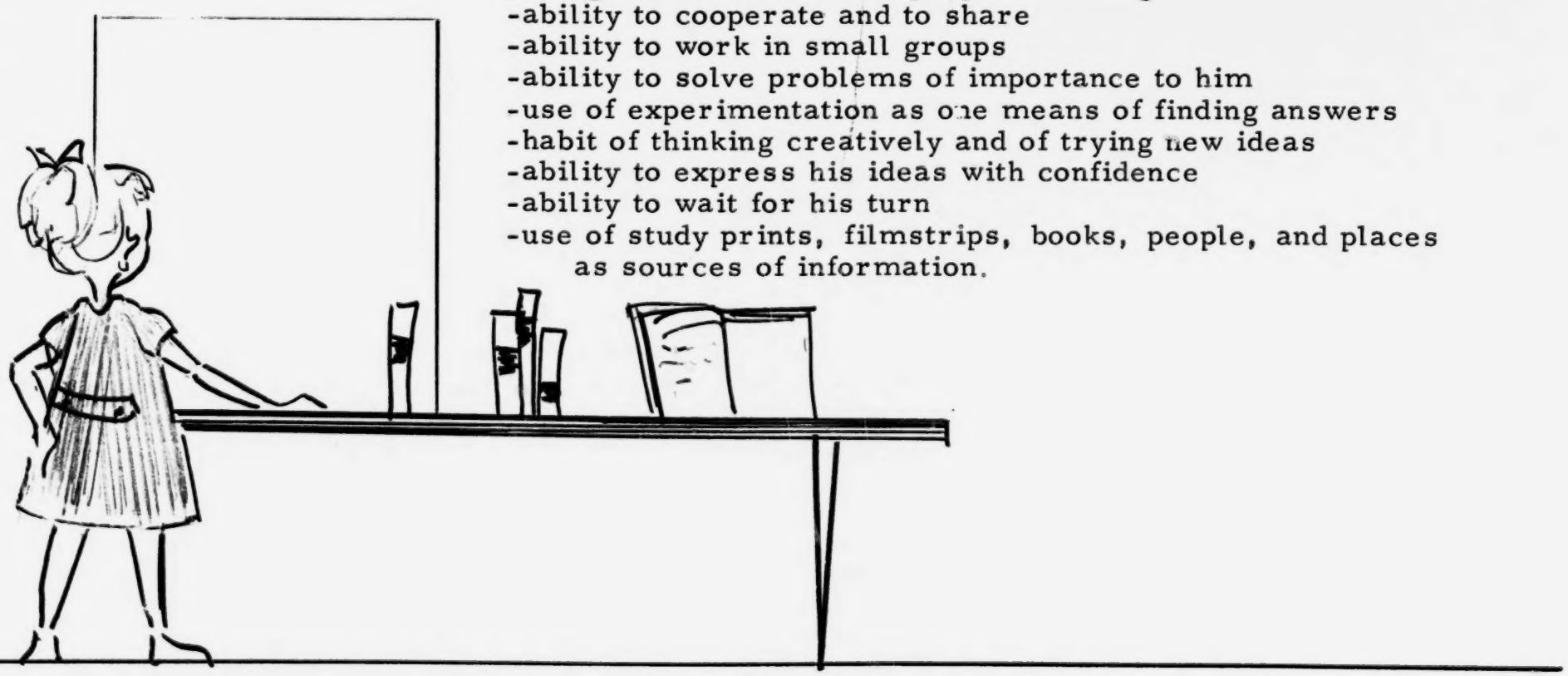
-peer relationships; child's relationships with such adults as teachers, the principal, the school secretary, the lunchroom workers, the nurse, the bus drivers, the custodians
-work of school personnel
-proper use of educational facilities and materials, and responsibilities of girls and boys regarding their use
-general location of the school plant in relation to children's homes; familiar landmarks between home and school
-the location of the kindergarten room in relation to the school lunchroom, the principal's office, the nurse's office, and other pertinent places
-safety as it applies to school and to transportation to and from school.

The Neighborhood

-jobs of the community workers who help them, such as: the policeman, the fireman, the mailman, the retail baker, the grocer, the banker, the barber, the doctor, and the dentist. Workers outside the neighborhood who may help them, such as: the pilot, the stewardess, the engineer, the conductor, the truck driver, the bus driver
-ways in which the farmer helps to provide their food
-activities of the people who work in different jobs
-facilities in the neighborhood and their relationship to the home and school, such as: bakeries, markets, streets, highways, freeways, service stations, lakes, parks, post offices, fire stations, heliports, airports, bus terminals, passenger depots.
-means of transportation used in the local community, such as: the telephone, the radio, television, and newspapers.

The teacher considers some of the skills and competencies, attitudes and appreciations toward which she would like each child to grow:

-love for his country
-understanding of the meaning of good citizenship
-appreciation of what others have done or are doing for him
-dependability
-appreciation for people of other places and races
-recognition of ways in which all people are alike
-ability to think responsibly and independently
-understanding of the necessity for rules
-feeling of responsibility for the care of his own property as well as that of others
-thoughtfulness for other people's feelings
-ability to cooperate and to share
-ability to work in small groups
-ability to solve problems of importance to him
-use of experimentation as one means of finding answers
-habit of thinking creatively and of trying new ideas
-ability to express his ideas with confidence
-ability to wait for his turn
-use of study prints, filmstrips, books, people, and places as sources of information.



THE ARRANGED ENVIRONMENT AND CHILDREN'S RESPONSES

An important resporsibility of the teacher is the planning and maintenance of an interesting and challenging social-studies environment--an environment which causes children to want to react: to build a train with the big blocks, to cook on the play stove, to plant the seeds, to prepare the apples for the apple sauce, to make the white clay into fancy play cookies, to look at books and pictures, to experiment with the magnets or prisms, to ask questions and to seek their answers. The teacher plans the centers in relation to the children's interests and to their activities in their homes and in their neighborhoods. She considers what is known about child development and maturation. She keeps in mind the experiences which will satisfy the particular needs of her children. She knows that through worthwhile activities the children will be helped to gain new knowledge and new skills and to develop and to strengthen desirable attitudes and appreciations.

The kindergarten teacher knows that a good social studies environment is not static, but is ever-changing. As it arouses the children's interest and stimulates the girls and boys to engage in dramatic play, questions and problems arise, and children are helped to find ways to solve them. The teacher brings in new and appropriate materials to help the children satisfy their purposes and gain understandings, skills and competencies, appreciations and attitudes. New play material helps to move children's interests into new areas.

Materials which capitalize upon children's natural drives to activity should be included in the kindergarten environment. Provision should be made for dramatic play, for manipulation and construction, for the stimulation and satisfaction of curiosity, for physical activity, for expression of thoughts and feelings, and for social interaction.

During the first part of the school year, the kindergarten teacher selects the interest areas which she feels will best meet the needs of her particular group. She observes the children's responses to the environment. She listens to their conversation in order to obtain clues for further experiences needed to extend their interests, to correct their inaccurate concepts, and to challenge their thinking. She gives help as children follow their plans and carry out their responsibilities.

Tide
WHITE KING

As the year progresses, the social studies environment is extended to support emerging interests and individual and group needs.

Recognizing that for optimum learning to take place there should be a feeling of need on the part of the learner, the teacher does not force a continuum of related experiences over a period of time. Centers should be changed often. Interest in any one center often wanes as the children exhaust the ideas which they have about the activities in that center. As children gain further knowledge, interest in the center is rekindled and play reflects greater depth of understanding. In kindergarten, interests are recurrent. Interest in any center grows, wanes, and then often recurs later in an extended form.

Interest in the farm often leads to play in the grocery store, the market, the pet shop, the animal hospital, the home. Play in the grocery store sometimes grows into related play in other areas, such as the dairy farm, the ranch, the home. Play with moving things--trucks, trains, airplanes, automobiles, buses, boats--sometimes leads to play in the service station, the car wash, the lumber yard, the airport, the heliport, the bus depot, the train station, the garage, the fire station, and the truck terminal.

A ready, handy assortment of realia makes it possible for the teacher to provide quickly the accessories which may enrich play and challenge children's thinking. Children may find many uses for such articles as: hats, dresses, coats, shoes, purses, ropes, a cash register, food cartons, shovels, dishes, pictures, feathers, suitcases, and baker's tools.

A teacher needs a sensitive "barometer" to know when to extend the existence of a center or when to change the environment to redirect the interest. Recognizing when play has reached its maximum in potential for a particular group of children is of extreme importance. Likewise, knowing the satisfaction which accrues from familiar experiences, the teacher will support the continuation and repetition of comfortable experiences as well as encourage and stimulate new experiences.

From time to time, the play activities of the children may focus on an important nearby community transportation center. A class trip to the center supplies information children need when they play that they are the workers

and take part in appropriate activities. The teacher adds realia to the environment to make the play more realistic. She may rearrange the indoor or outdoor environment to provide room and play equipment for the important areas in the transportation center.

In the outdoor environment, the teacher might place some hollow blocks, some sturdy wheels, some lengths of dowel, some six-foot lengths of 10" x 1" boards, a steering wheel, a gear shift, a hand brake, an instrument panel, a hand truck, a wagon, some tricycles, a gas pump made from two barrel kegs with a hose attached, a hand pump, a ladder, some banana and apple boxes, an oil can, a hose, and several brushes.

An indoor environment might include hollow blocks, solid floor blocks, such floor toys as trucks, boats, trains, automobiles, and airplanes; toy people, and such cargo as lumber, livestock, and bags filled with seed pods, fruit pits, or gravel.

EXPRESSION AND CLARIFICATION OF IDEAS

Children express and clarify their ideas of their world through:

- -dramatic play and rhythmic expression
- -exploration and experimentation
- -participation in study trips
- -study of pictures, films, filmstrips, models, books
- -conversation
- -use of art materials.

Dramatic Play

Ability to interpret children's play is an important asset of a kindergarten teacher. She values dramatic play and is sensitive to its significance. She knows that play is a natural expression of children. It satisfies the kindergartners' basic urges to be physically active, to construct and manipulate, to satisfy curiosity, to dramatize adult life, to share and communicate, and to express ideas and feelings aesthetically.

In their play, children portray adult life in the light of their experiences. They enjoy taking the roles of the mother, the farmer, the taxi driver, the airline stewardess, the baby, the milkman, or the road builder.

"I need some money. Mary has it all in her purse and won't give any to me."

"Well, my mother keeps all the money in her purse. And when my daddy wants any, he has to wait until she gives it to him."

"At my house, my daddy keeps all the money. He buys the things."

In their play, kindergartners identify themselves with things as well as with people. They do not play like fire engines; they are fire engines. They identify themselves with the sounds and movements of fire engines. In the same manner, they are the boats in the harbor--or the airplanes in the sky.

"Zoom; I'm going to Las Vegas, Texaco, Marine, Disneyland, and Pacific Ocean Park."

Through play, children reveal their joys, their fears, their misunderstandings.

There is therapeutic value when play relieves tensions.

"There's bad news here. Your grandfather died."

In playing together, children develop desirable social attitudes and behavior. All children need a sense of belonging and of security. For most children, play in kindergarten is the first experience in peer-group living. In their play, children try out their conception of their values as adult citizens.

"Next! I'll fix your pony tail and cut your bangs--but sit still!"

Play gives teachers the clues to further experiences needed by children to enrich interests, to correct inaccurate concepts, and to challenge thinking. It is educational.

Many experiences in creative rhythms grow out of dramatic play. An idea is clarified as it is portrayed through bodily movement.

Blocks, boxes, planks, and kegs are important aids to dramatic play. Blocks are a means of self-expression, just as paint, clay, wood, and music are means of self-expression. A child can use blocks to make an airport, a fire station, a house, a train, and many other things and places familiar to him. Blocks lend themselves to young children's construction needs. Through the use of blocks, children can quickly put ideas into concrete form.

"This is my gas station. I will gas up your truck."

A child can change his environment with buildings made of blocks. He uses blocks to build an airplane quickly. It gives him satisfaction and self-confidence to sit in his airplane and to fly passengers to faraway places.

"Let's see how high we can make this tower before it gets shaky!"

"First, you help me with these three big blocks--then I'll have a tail for my Constellation."

Block play encourages good group-living habits. Children plan, assume responsibility for housekeeping activities, respect the work of others, share materials, and converse. As children play with blocks, problems arise which must be solved.

"We need a freeway ramp. What kind of blocks shall we use?"

"My plane is coming in with a crash. Everybody out of the way! Call the fire department quick! Wham-O!"

Accessories enable children to extend their activities to include several centers. Children in the home can get milk and milk products from the grocery store or from the milkman who delivers at the door. There is cooperative thinking as children decide how the milk gets from the farm to the home or to the supermarket. At appropriate times, accessories are introduced into the environment to stimulate or to enrich play. For large-block play, the teacher provides wooden wheels, steering wheels, headlights, oil cans, tire pumps, hand pumps, hand brakes, fishing poles, scales, cash registers, engineers' caps, conductors' caps, and many other properties. A tool belt, a safety belt, and tools for the telephone repairman to use as he works on the jungle gym and nearby house help clarify how this sort of worker keeps his tools handy and works safely.

Such materials as trains, trucks, boats, airplanes, automobiles, wooden animals, toy people, rubber hose, and signals make small-block play challenging.

Just as she plans the environment for interest centers, the teacher must carefully plan the center for block play. There must be ample space away from the other work areas. The children need sufficient blocks of both the hollow and solid types. There should be adequate and convenient storage space for blocks and accessories.

The teacher keeps in mind the sequence of growth through which children progress in their play. She recognizes that there is a gradual transition from simple movement and manipulation through the following phases:

Solitary play - The child plays alone with little or no attention to other children. Although he may show interest in others, he will not play with them.

Parallel play - The child still plays independently but alongside other children, and he enters the same types of activities that they do. There is very little conversation.

Associate play - Children playing in the playhouse may share some ideas and materials, and their activities may be similar. One child sets the table while another feeds the baby. Each plays according to his interests.

Cooperative play - Late in the kindergarten year, a more organized type of play may appear. The play period may be lengthened and the same interest may carry over for several days. Two-to-five children may play together.

Exploration and Experimentation

Children's natural curiosity into the why and how of their environment is the teacher's invitation to help girls and boys clarify their ideas. Some learnings will come through observing; some will come as children experiment by themselves or with others.

"Teacher, can I paint mine metallic red--like Uncle Orville's car?"

"We haven't any metallic paints, Johnny, but we can see what pretty reds you can mix by yourself."

Study Trips

"Did you see how high that ladder went up?"

"Why couldn't we hear the siren going?"

"I'm going to be a fireman some day!"

"Can we go back again and see the fireman slide down the pole?"

A study trip to the fire station always appeals to the young child. Short walks to see a new house in various stages of construction or a leisurely stroll in the school grounds are also enjoyable learning situations for the kindergarten child.

Children enjoy the smell of the dairy and the sandpaper feel of the new calf's tongue. The familiar grocery store becomes partly the child's in an important way as he is able to describe to his younger sister the mysteries of the storeroom.

Study trips should be rich in sensory experiences. As children visit a house under construction, they see the men measuring, sawing, and hammering. They listen to the noise of the cement mixer, the power saw, the ditch digger. They smell the freshly cut lumber and the newly turned earth. They feel the rough texture of the plaster. Such experiences make words have meaning and help girls and boys develop concepts. The teacher helps to supply unfamiliar words.

Many trips away from the schoolground could not be safely accomplished without the help of other adults. A call for assistance should result in the help of a parent for each two or three children. The informality that is thus gained adds much to the value of the trip.

Use of Audio-Visual Materials and Books

Use of pictures, films, filmstrips, models, and books helps to extend the child's firsthand experiences. Available for children's and teacher's use, the materials can serve as substitutes when it is not possible for the youngsters to have firsthand experience. They help to supplement and strengthen an earlier learning as their use stimulates children to recall something they have experienced.

A file of pictures enables a child to do research for himself. A handy filmstrip and projector may be a convenient means of seeing again where the fireman sleeps at the fire station.

A picture-story book can be of help in reestablishing a sequence of activities. Children who have enjoyed watching a real baby be bathed in kindergarten enjoy reliving the experience as they look at a picture storybook of a baby's bath.

Conversation

Kindergartners like to talk. The kindergarten hums with conversation: the chit-chat of children in the playhouse, the conversation of boys deciding how to park diesel semi-trailers, the conversation that precedes work in the bakery, the sharing of ideas of several children on the "fire-rescue squad." Listening, teachers gain insight and information.

"You be a mother, and I'll be one, too."

"My baby's two years old today. I'm going to make a cake and buy some candles. You come on over for the party."

"My little girl can't come. She is bad."

Creative Expression

The firsthand experiences of a good social studies program impel children to express their feelings and ideas in many ways--through oral language, through singing, chanting, painting, modeling, through participation in rhythmic expression.

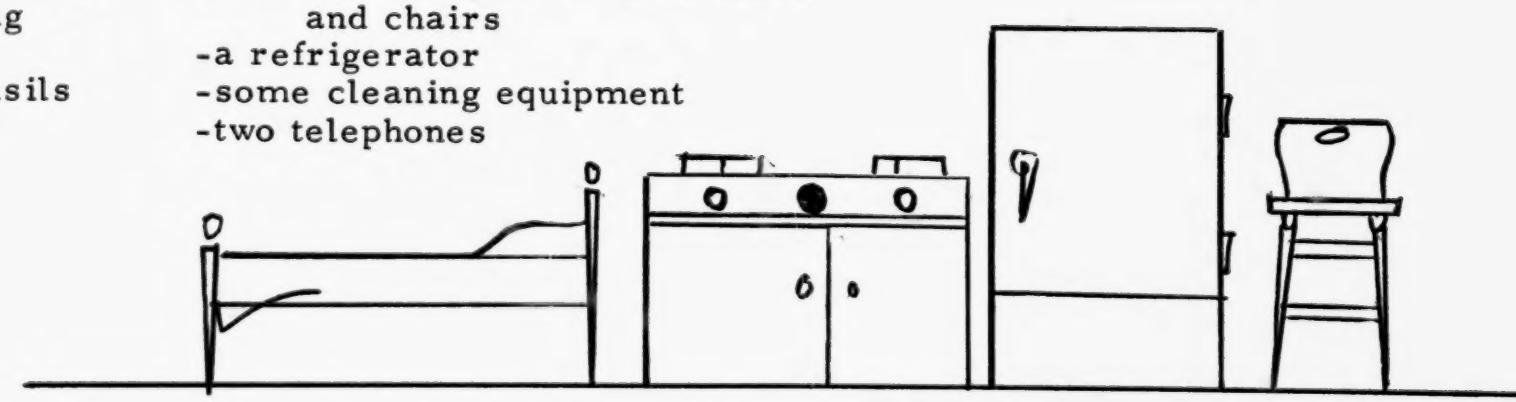
In the intellectually stimulating, nurturing environment of kindergarten, the social studies, more than any other part of the program, contribute to the basic purposes of education in the American society.

UNITS ON HOME AND GARDEN

One teacher recorded some of the activities in which her children engaged as they pursued their interests in home and garden.

For the opening day of school, the teacher put a minimum of items in the playhouse center. These were:

-dolls
-a doll bed
-a dresser, with comb, mirror, powder, cotton balls
-a chest of drawers, containing doll clothes and bedding
-a high chair
-a stove, with cooking utensils
-a cupboard, complete with dishes, silverware, glasses
-a sink
-a table, with plastic table cloth, and chairs
-a refrigerator
-some cleaning equipment
-two telephones



The children explored the playhouse. For several days merely manipulating the equipment satisfied them. To give impetus to play in new directions and to give additional depth to the play in progress, the teacher, continuously throughout the year, introduced new material into the playhouse center and eliminated items not of current interest. She helped children gain further information from stories, films, filmstrips, study trips, conversation, resource persons, study prints, and other sources. Children's contributions to the center also enriched learning and stimulated interest in housekeeping play. They led the children to become interested in social studies areas related to life in the home.

The children pretended they were members of a family. The teacher supplied accessories, information, and enriching materials.

The teacher supplied:

Accessories

Dress-up clothes for fathers as well as for other members of the family, lunch boxes, tools, and other realia appropriate to the occupations of the fathers

Books

Bauer, Good Times At Home
Hoffman, About Our Friendly Helpers
_____, About More Friendly Helpers
_____, About Family Helpers
Lenski, Little Family
_____, Papa Small
Puner, Daddies--What They Do All Day
Steiner, Daddy Comes Home

Songs

"Calling Brother," Kindergarten, p. 11.
"Community Helpers," Music for Early Childhood, p. 19.
"Dance to Your Daddy," Music for Early Childhood, p. 10.
"My Father," Music 'Round the Town, p. 32.

Record

"Daddy Comes Home"

The children:

Talked about what fathers do at home.

Talked about what fathers do at work.

Listened to stories about family helpers.

Walked around the neighborhood to see different kinds of work which people do.

Played they were the father; went outside of home to work.

Talked about the father's duties around the house.

Talked about what younger children do all day.

Talked about what mothers do at home.

Enjoyed songs about community helpers.

Found out that some mothers do some of the same kinds of work that some fathers do.

Played they were fathers working around the house.

Played they were children.

Talked about how children help at home.

• o o O O The children washed dishes and cooking utensils.

The teacher supplied:

Accessories
Dish pans, cloths, towels, soap drainer, sponge, clothes line and pins, scouring powder and pad

Book
Hoffman, About School Helpers

Songs
"Fun To Be A Helper," Music 'Round The Clock, p. 15.
"Housecleaning Song," Music For Early Childhood, p. 12.

The children:

Pretended to heat water.

Used both soapy and clear water for dishwashing.

Used a sponge.

Hung the damp towels up to dry.

Put dishes and utensils away in their correct places.

Enjoyed a story about school helpers.

Sang songs about school helpers.

• o o O O The children made beds.

The teacher supplied:

Accessories
Mattress, sheets, blankets, spread, pillow cases, hamper, pillows

Books
Brown, Goodnight Moon
Geisel, Dr. Suess's Sleep Book
Zolotow, Sleepy Book

The children:

Discussed making the bed each morning.

Decided to change the playhouse sheets.

Put the soiled linens in the clothes hamper.

Put clean sheets on the beds.

Dramatized the song, "Such A Getting Upstairs."

Listened to stories.

Songs
"Go To Sleepy," American Folk Songs For Children, p. 176.
"Such A Getting Upstairs," American Folk Songs For Children, p. 53.

- o o o o The children pretended to cook and to prepare meals.

The teacher supplied:

Accessories
Sand, seed pods, leaves, water, flowers, aprons, milk cartons, funnels, strainers, toaster, waffle iron, mixer, cooky cutters, rolling pins, play cooky dough, flour sifters

Songs
"Baking," Kindergarten, p. 12.
"Cookies," Music for Early Childhood, p. 17.

The children:

"Cooked" the materials.

Wore aprons.

Measured, sifted, poured, and stirred.

"Cooked" on the top of the stove and in the oven.

Sang songs about cooking.

- o o o o The children set the table.

The teacher supplied:

Accessories
Table utensils: cloth, napkins, flowers, vases, silver dishes; silver polish

Book
Lenski, Let's Play House

The children:

Put dishes and silverware on the table.

Arranged flowers for the table.

Listened to stories.

Cleared the table following the meal.

• o o o O The children washed and ironed clothes.

The teacher supplied:

Accessories

Hamper, tubs, wash board, iron, ironing board, soap, starch, clothes line, clothes pins, hangers

Songs

"Hanging Out the Linen Clothes," American Folk Songs For Children, p. 137.

The children:

Gathered soiled clothes from hamper.

Mixed soap in one pan of water; put rinse water in another pan.

Scrubbed or used washer, or took clothes to the laundromat.

Starched clothes.

Hung clothes to dry in the sunshine.

Sprinkled clothes and covered them; set them aside until they were ready to be ironed.

Ironed.

Put the ironed linens away; hung clothing on hangers.

Dramatized a folk song.

• o o o O The children cleaned, swept, and dusted.

The teacher supplied:

Accessories

Sweeper, broom, dust pan, cloths, brushes, shelf paper, furniture, paint, mop

The children:

Covered the food; shut the drawers and cupboards to protect their contents from dust.

Books

Becker, Surprise For Three Little Steps
Green, Everybody Has A House

Record

"Let's Help Mommy"

Polished the furniture.

Used the carpet sweeper and broom, scrub cloths, scrub brushes, dust pan, mop.

Moved and rearranged the furniture.

Put fresh flowers in vases.

Listened to a recording.

Cleaned the cupboards and put fresh paper on the shelves.

Painted the furniture.

Listened to the teacher read a picture book.

- The children took care of the baby. The teacher arranged for a mother to bathe and feed her baby at the school.

The teacher supplied:

Accessories

Bathinette or small tub, towels, wash cloth, soap, baby powder, baby food, rocking chair, doll crib, bottle sterilizer set, baby bottles, bassinette, baby doll, baby clothes, kimonos, diapers, receiving blankets

Books

Flack, The New Pet
McMeekin, A First Book About Babies

The children:

Watched the mother bathe her baby in a bathinette or small tub.

Watched the mother powder and dress the baby.

Watched the baby drink milk from a bottle.

Bathed their dolls as though they were real babies.

Record

"Lullaby"

Songs

"Pinky Winky Baby," The Kindergarten Book, p. 47.
"Mocking-Bird Lullaby," Music For Young Americans - K, p. 19.
"Rocking," Another Singing Time, p. 9.
"There's a Baby," Kindergarten, p. 14.
"Slumber Boat," Kindergarten, p. 15.
"Washing Dolly," Singing With Peter and Patsy, p. 15.

Poem

"Lullaby," Let's-Read-Together Poems, p. 39.

Listened to a recorded lullaby.

Learned a lullaby.

Rocked and sang to the baby dolls as though they were real babies.

Dressed and fed their own dolls.

Mixed the formula and prepared the bottles.

Rocked the babies to sleep.

Listened to a poem.

• o o o O The children pretended to visit other people and to entertain visitors.

The teacher supplied:

Accessories

Dress-up clothes: skirts, muffs, scarves, high-heeled shoes, purses, hats, furs, telephones, mirror, suitcase

Songs

"Lavender's Blue," Music for Early Childhood, p. 17.
"I Have A Bonnet Trimmed in Blue" Music for Early Childhood, p. 16.

The children:

Made another playhouse near-by.

Used the telephone.

Decided to visit.

Used a mirror.

Wore dress-up clothes.

Dressed to suit the weather when going out.

Went for a ride in the train and airplane made of blocks.

Enjoyed learning a song.

• o o o O The children used the playhouse oven when they pretended to bake; used a real oven when they really baked food.

The teacher supplied:

Accessories

Sand, clay, water, seed pods, utensils; ingredients for real cooking; aprons, mixing bowls, spoons, portable oven (or arranged to use lunchroom oven)

Books

Colonius, At the Bakery
Greene, I Want To Be A Baker

Song

"Baking Apples," Singing Time, p. 9.

Record

"The Gingerbread Boy"

The children:

Listened to the recorded story, The Gingerbread Boy.

Dramatized The Gingerbread Boy.

Decided to make cookies.

Used aprons and washed hands before beginning to mix.

Measured ingredients.

Mixed cookies, cut and baked them.

Discussed baking.

Decided they could not bake every day, but that if they had a bakery, they could get fresh bread, cakes, and cookies.

Decided that they needed a bakery.

• o o O O The children cooked.

The teacher supplied:

Accessories

Ingredients for cooking, utensils for cooking, telephones, aprons, hot pads

Books

Chalmers, I Had A Penny
DeAngeli, Ted and Nina Go to the Grocery Store
Goodspeed, Let's Go To A Supermarket
Greene, I Want To Be A Storekeeper
Kessler, Crunch, Crunch

Films

David Goes to Market
The Food Store

Songs

"Every Day We Wash Our Hands,"
Another Singing Time, p. 33.

Records

"Daddy Comes Home"
"Let's Help Mommy"

Books

Foster, About My Puppy
_____, About Your Kitten
Podendorf, True Book of Pets

The children:

Got ideas from their mothers.

Listened to stories about markets.

Suggested simple foods to prepare; applesauce, salad, cookies, icing for graham crackers, soup mix, popcorn, fruit juice, gelatin.

Decided to visit the school lunchroom to see the large stove.

Used the telephone for ordering groceries.

Decided to go to a real grocery store.

Bought food at a near-by grocery store.

Enjoyed singing songs.

Talked about the safe way to use a stove.

Children

Got ready to cook: washed hands, put on aprons.

Felt the covering of fruits, vegetables, nuts; commented on the difference in the textures.

Film

David and His Puppy

Washed potatoes, peeled oranges, shelled peas, cracked nuts.

Cooked some foods.

Ate what they cooked.

Sipped juice through straws.

Discovered that the "mothers" did not have a place to buy food for the playhouse.

Decided they needed a grocery store.

Played they were families having fun together as well as working.

Discussed the jobs which fathers in a family had.

Decided they needed a barber shop, a church, a bank, and a shoe store.

Talked about pets at home.

During the weeks when interest in the playhouse was high, the children had opportunity to raise ducks, turtles, chickens, rabbits, guppies, goldfish, polliwogs, guinea pigs, canaries, and parakeets. They needed a feed store where they could buy animal food and could get information on feeding. Growing out of these activities came an interest in farm animals and the general farm.

• o o O O The children made a garden.

The teacher supplied:

Accessories

Bulbs, seeds, plants, hose, watering cans, gardening tools

The children:

Discussed the possibility of making a garden for the playhouse.

Books

Beauchamp, All Around Us
Downer, The Flower
Foster, Seeds Are Wonderful
Huntington, Let's Go Outdoors
Jordan, How a Seed Grows
Krauss, The Carrot Seed
Selsam, Seeds and More Seeds
Webber, Up Above And Down Below

Songs

"Farmer In The Dell"
"Gardening," Kindergarten, p. 12.
"John the Rabbit," Music for Early Childhood, p. 63.
"The Gardener," Music 'Round The Clock, p. 18.

Records

"Train To The Farm"
"Carrot Seed"

Decided where to plant the garden.

Suggested bulbs and vegetables and flower seeds to plant in outdoor and indoor gardens.

Outdoors:

Prepared the soil.

Fenced the garden plot.

Planted small plants, potato eyes, and carrot, lettuce, radish, and beet seeds in rows.

Planted a flower garden.

Put slips of geranium plants in water to root.

Felt the force of the water as it came from the hose.

Enjoyed songs.

Found that birds eat seeds.

Made a scarecrow.

Found that some vegetables grow above ground and some underground.

Enjoyed eating the vegetables grown in their garden.

Observed that rust developed on garden tools which had been left out overnight.

Watched earthworms; found out more about them from books.

Expressed rhythmically the movement of earthworms, bees, birds, scarecrow, seed.

Accessories

Battery jar, glass cover, peat moss, sand, cigar box, cotton, watering cans, assortment of shallow bowls

Indoors

Discussed practical indoor plantings.

Saw a picture of a terrarium.

Decided to find a battery jar.

Went to the local garage to ask for a battery jar.

Mixed peat moss and sand.

Planted the terrarium.

Used a glass cover on the terrarium.

Saw the moisture form on the glass lid.

Planted seeds in a lined wooden box; germinated seeds on moist cotton.

Talked about seeds people eat.

Planted bulbs in small gravel.

Planted a dish garden.

Sang, to the tune of "The Farmer in the Dell," the following words: "The farmer plants a seed ... The sun begins to shine ... The rain begins to fall ... The seed begins to grow ... etc."

Sang other songs.

Listened to recordings.

SELECTED REFERENCES

The following books contain information of value concerning the Social Studies in kindergarten:

Hartley, Ruth E., Lawrence K. Frank, and Robert M. Goldenson. Understanding Children's Play. New York: Columbia University Press, 1959.

Reports a study of children's play activities, such as dramatic play, play with blocks, clay, and paints, and music and rhythm play.

Heffernan, Helen H., and Vivian E. Todd. The Kindergarten Teacher. Boston: D. C. Heath and Company, 1960.

Lambert, Hazel M. Teaching the Kindergarten Child. New York: Harcourt, Brace, 1958.

Leavitt, Jerome E. Nursery-Kindergarten Education. New York: McGraw-Hill Book Company, 1958.

Moore, Elenora Haegle. Fives at School. New York: G. P. Putnam Sons, 1959.

Shipley, Ferne, and Ethelouise Carpenter. Freedom to Move. Washington, D. C.: National Education Association. Department of Elementary-Kindergarten-Nursery Education, 1962.

Starks, Esther B. Blockbuilding, Blockbuilding, Blockbuilding. Washington, D. C.: National Education Association. Department of Kindergarten Primary Education, 1960.

Wann, Kenneth D., Miriam S. Dorn, Elizabeth H. Liddle. Fostering Intellectual Development in Young Children. New York: Teacher's College, Columbia University, 1962.

Ward, Muriel. Young Minds Need Something to Grow On. Evanston, Illinois: Row, Peterson and Company, 1957.

Wills, Clarice, and William Stegman. Living in the Kindergarten. Chicago: Follett Publishing Company, 1957.

Individual Growth ---------- 91
Home and Neighborhood Influences ---------- 91
Mental Development ---------- 92
Emotional Health ---------- 92
Social Factors ---------- 92
Physical Factors ---------- 93
Scope of the Language Arts ---------- 94
Speaking ---------- 94
Listening ---------- 95
Contribution of Kindergarten to Growth in Speaking and Listening ---------- 97
Reading ---------- 110
Contribution of Kindergarten to Power to Read ---------- 114
Intellectual Readiness ---------- 114
Social Readiness ---------- 122
Physical Readiness ---------- 123
General Health ---------- 123
Hearing ---------- 123
Vision ---------- 126
Eye-Hand Coordination ---------- 127
Speech ---------- 127
Experience ---------- 128
Writing ---------- 129
Interrelatedness of Experience and Language Arts ---------- 131
Selected References ---------- 132

All living is a process of adjustment, and language is one of the most important means by which human beings control that process. Furthermore, language is necessary for any development of thought and communication. Through language, children make distinctions, thinking and classifying the events of experience so that life for them becomes increasingly understandable and clear. Through language, children communicate to others their understanding of life as they see it. Through language, they receive other people's impressions of the world. As a result of thinking and talking about the events of experience in their world, children constantly adjust to the environment or adjust the environment to themselves. Adjustment, thought, and communication are all interrelated with language.

The kindergarten beginner brings to school all of the understanding, skills, and attitudes he has gained through four or five years of experience. He brings his individual ability to think and to talk with others about the events of past and present experience; he brings his individual degree of ease in projecting his thoughts into the future and contriving patterns of adjustment to imagined events.

Beginning kindergartners are individual in their use of language. Most of them use all of the basic sentence patterns. Naturally, some children use the patterns more precisely and in greater complexity than others do.

Most kindergartners have large listening and speaking vocabularies. A very few can read; fewer still can write.

The extent of the child's language ability has been determined in part by his inheritance, to a great extent by his environment. Under similar conditions, the child with high ability gains deeper and broader concepts from an experience than does the less-able child of the same age. The child who has had much interaction with other children and with adults during his preschool years will have needed to develop more skill in language than will the child who has been isolated or overly protected during that period. Reciprocal reinforcement of language is important for the stimulation and facilitation of language growth.

Teachers recognize the importance of helping each child make optimum improvement in language. They involve the children in concept-enlarging situations, in situations where the individuals need to make themselves understood, in situations where the girls and boys are encouraged to expand their use of words and of sentence patterns.

Understanding comes not from dealing with words alone, but rather from dealing with the things for which the words stand. Each extension of experience creates new language needs and encourages the acquisition of new language power. Teachers help the children learn the language needed to express understanding of their experiences. The vocabulary and concepts of space differ from those of music, those of the dairy from those of the garage--and kindergartners need to learn some of the differences.

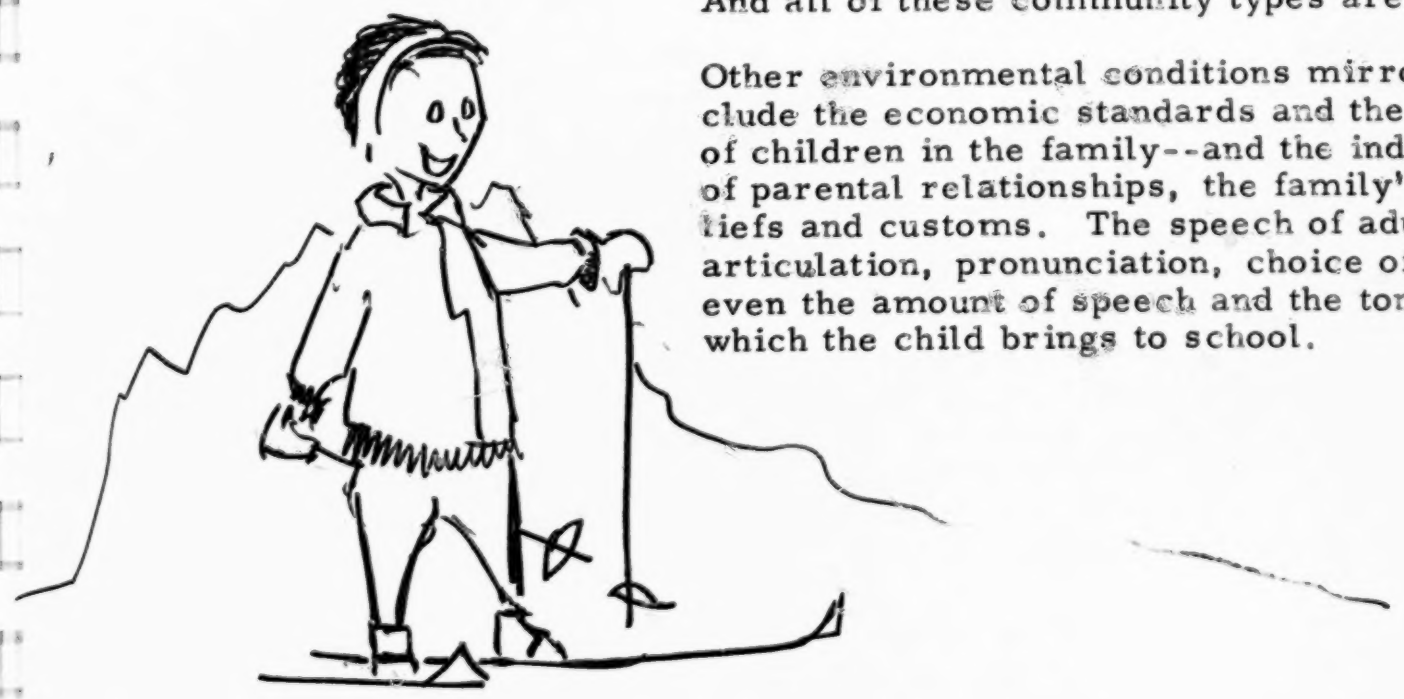
Teachers insure that kindergartners have many opportunities to make distinctions, classifications, and generalizations about experiences meaningful to them. By encouraging the girls and boys to reason and to talk about the materials in the environment, about the planned and incidental happenings of the day, teachers help the children to grow in ability to relate language and ideas.

INDIVIDUAL GROWTH

Growth in the use of language is a highly individual matter. Although all children follow a common sequential pattern in their development of facility in the use of language, each child goes through the sequence at his own rate and in his own way. Inheritance and environmental factors continuously affect rate and direction of growth.

Home and Neighborhood Influences

To give individuals needed guidance, the teacher must know each child; must know the child's home and community. If the girl or boy has always lived in the same house in a desert town, as his parents have before him, his experiences, his interests, and, consequentially, his language, will be different from those of the child who has moved from seacoast to valley to mountain, always in a trailer home. The community in which the child lives--whether it be a military installation, a company town, a railroad center, a housing tract, a horse ranch, or a mountain resort--affects his language behavior. And all of these community types are represented in San Bernardino County.



Other environmental conditions mirrored in the child's language facilities include the economic standards and the cultural mores of the home, the number of children in the family--and the individual's place among them--the quality of parental relationships, the family's national heritage and its religious beliefs and customs. The speech of adults in the home and neighborhood--the articulation, pronunciation, choice of words, patterns of sentence structure, even the amount of speech and the tone of voice--is reflected in the language which the child brings to school.

Mental Development

Mental growth is related to age, and the use of language is related to mentality. Words represent ideas. The complexity of ideas which the kindergartner can understand or create is controlled in large measure by the youngster's ability to think. Was the child barely four-and-three-quarters years old, or had he reached the five-and-two-thirds mark when school began? Has his mental development kept pace with his chronological development? Has it lagged behind? Raced ahead? These are important questions for the teacher to ask. Children's answers will help the teacher to determine the quality of understanding and performance she may expect from individuals; they will influence the guidance she gives.

Emotional Health

Does the child see the world as a happy place, or is his a world of fear, caution, and suspicion? Is he shy? Aggressive? Placid? Friendly?

The child's feelings about himself will show in his facility with speech, in his listening habits, in his ability to direct energy to learning. The kindergarten teacher uses every available opportunity to help individuals build wholesome self-concepts, for she knows that a well-adjusted child is open to new experience. Through experience, concepts are developed.

Social Factors

How well has the kindergartner learned to get along with adults and children? Can he get along as well with children as he does with adults? Has he had a chance to learn how to work and play with other children? Can he talk easily to new acquaintances? Can he give and take in conversation, or must he always be the center of attention? With how many people can he work or play successfully at one time. Social adjustment affects language growth.

The teacher frequently refers to her anecdotal records of children's behavior as she seeks clues to the youngsters' actions. The clues frequently help her as she guides individuals to participate in activities through which they will be helped to increase social competence. Language activities are social activities.

Physical Factors

The child's physical condition and his pattern of growth affect his use of the language arts. No two children are alike. Within one child, traits may emerge uniformly; within another, there may be considerable irregularity in growth patterns.

Answers to questions such as the following help the teacher understand individuals. Does the child fairly bubble with vitality? Is he alert and eager of response? Can he see and hear normally? Is he right-handed, left-handed, or ambidexterous? Is his speech apparatus in condition to allow him to articulate words distinctly? Does his posture appear to be normal? Is he supple in movement? Does he get adequate nourishment, rest, exercise? Is persistent illness sapping his strength, tautening his nerves, tensing his muscles? The nurse helps the teacher to decide whether or not to refer a child for a physical examination. Parents also help the teacher understand the child.

SCOPE OF THE LANGUAGE ARTS

Four areas of communication constitute the language arts. Through listening and reading, individuals learn other person's thoughts. Through speaking and writing, individuals express their own ideas. The developmental sequence of these interrelated aspects of language is as follows: listening, speaking, reading, then writing.

The interdependence of the areas is recognized. For convenience, in Kindergarten Education the development of speaking competence and the development of listening competence will be considered together. Reading and writing in the kindergarten will be discussed under separate headings.

SPEAKING AND LISTENING

Speaking and listening are of major importance in the everyday life of kindergarten children. Through them, the fours and fives are helped to establish and to maintain social contact with other children and with adults. Through them, children are helped to find out about and to tell how they feel toward the ordinary and the wonderful things and events in the world about. Through them, children are helped to grow into larger worlds of thought, of people, of things--and to be comfortable in those worlds.

Speaking

Most kindergartners like to talk to anyone who will listen or to no one in particular. They talk of many things--imaginary or commonplace, exciting or serene. A few, naturally reserved in manner, withhold opinions and information until they feel completely secure in the school situation.

Children talk for the joy of talking; they talk to clarify their concepts; they talk to influence other people and to exchange ideas with those people.

Of course, girls and boys are individual in their use of speech just as they are individual in other aspects of growth. Some have many ideas to share; others have few. Some are comfortable in talking to individuals or groups; others appear shy or uncertain in similar situations. Some easily use simple and compound sentences as well as complex sentences of considerable length; others communicate through single words or short phrases. Some use thousands of words precisely; others have limited speaking and listening vocabularies. Some employ many words for which they hold meager and incorrect concepts; others mispronounce words which hold considerable meaning for them. Most kindergartners have developed clarity of articulation appropriate to their age; a few need specialists' help in overcoming specific speech problems. Two things are certain: in every kindergarten class there are children at different stages of speaking ability--and every individual is capable of continued growth.

Listening

By the time of kindergarten entrance, most fours and fives have established well-developed habits of listening or of non-listening. Through listening, they have learned language skills. By interpreting the words and the tones of voice of people around them, they have found answers to many questions. They have learned, too, that if they want to communicate ideas to others, they must use words which have meaning for their listeners. Through non-listening, they have tuned-out much impertinent noise. They have also denied themselves opportunity to learn much of value.

To the same degree that children differ in ability to express ideas orally, they differ in listening habits and skills. In part, these habits and skills reflect the listening behavior of the youngsters' families; in part, they mirror the children's inner feelings, their self-interests, their degrees of sensitivity to the feelings of others. Social and emotional maturity are necessary concomitants of mature listening.

Some kindergartners have difficulty in following a one-step direction; others easily follow directions involving three or four steps. A few may listen intently to stories or music but never appear to hear a direction. Some appear to be giving attention, and yet their thoughts are wandering afar. Others seem to pay no heed to the speaker, but absorb much that happens around them. Some kindergartners evidence ability to think critically as they listen; others have minds which skirt the edge of thought.

Here is Janice, an only child. Just four- and-three-quarters years old, in kindergarten Janice is part of a peer group for the first time. Since she is familiar with the world of adults, she talks freely with the teacher. She says little to the children.

Over there is Donald. He appears to be very self-confident in the group situation. He uses many adult terms, but not always in appropriate context, for his concept development lags behind his verbalization.

John, who comes from a Spanish-speaking family, has learned a little English from his older brothers. In his native language, he speaks quite fluently. He delights in the intriguing kindergarten program, wholeheartedly taking part in all activities. As the year progresses, John's English usage flourishes. Apparently, the boy listens well to his associates.

Surely, no other facet of growth reflects the child's stage of maturity and his preschool environment more clearly than does his use of speech and listening. Helping each child to improve these communication skills is an important part of the kindergarten teacher's job.

CONTRIBUTION OF PROGRAM TO GROWTH IN SPEAKING AND LISTENING

It is not enough that the child be stimulated to delight, to wonder, or to seek his own answers to questions aroused by the world around him. He must hear words appropriate to and descriptive of his experiences, and he must receive satisfaction from incorporating the new words into his speaking vocabulary. He must be helped to develop skill in thinking through problems initiated by experience.

Kindergartners grow in language power as they use speech in situations where they can see the consequences of their decisions and actions. The kindergarten day is alive with opportunities for oral experimentation. As the children spill off the bus or skip up the walk, many fairly burst with desire to tell about experiences--getting a new pair of shoes, riding in a jeep, losing a tooth, visiting a friend or relative. The teacher greets each youngster and enjoys his excitement. Children catch the teacher's enthusiasm; they listen eagerly to the stories related by their peers.

Idea Sharing

Each day the teacher provides time and opportunity for the children to share ideas and information with a few or more members of the classroom group. Through making informal reports and through conversing, individuals grow in ability to communicate their ideas. From listening to reports and hearing other people's ideas expressed, girls and boys build new concepts and sharpen old ones. Teacher guidance strengthens the learning.

> One day Mike brought an African violet leaf to school. Each child rubbed it, touched it to his cheek, and thoroughly examined it. Almost every child made some remark: "It's as soft as a feather." "Its as fuzzy as a caterpillar."
>
> The teacher encouraged the children to distinguish differences in meaning between the words soft and fuzzy, and to find items in the room which could be classified according to the terms.

Sometimes the topics of conversation range far from the activity at hand; at other times, the topics are closely correlated with the work in progress. When discussion centers on a shared activity, even a shy or self-conscious child may help a few of his peers solve a problem by telling how he put the propeller on his airplane or how he kept his clay moist. Because the other children's eyes are focused on the object about which he is speaking instead of on him, the retiring child is freed to speak.

As parents learn of the values which girls and boys receive from telling about places which they have visited, they may take their children to idea-provoking places. The parents may encourage their children to take to school articles for use in various interest centers--things which will be enjoyed and will have learning value for a few or for many of the group.

When children talk with each other, some exaggeration will occur. One day five-in-a-row may tell about the elephants which roamed about their yards--and each elephant will be much larger than those which went before! Does the teacher bring the youngsters back to reality? Or does she enjoy their fancies with them and read aloud such a book as Theodore Geisel's, And To Think That I Saw It On Mulberry Street!?

The teacher is not overly concerned if children interrupt. She knows that it is difficult for four- and five-year-olds to wait long for anything. She encourages talking.

Conversation

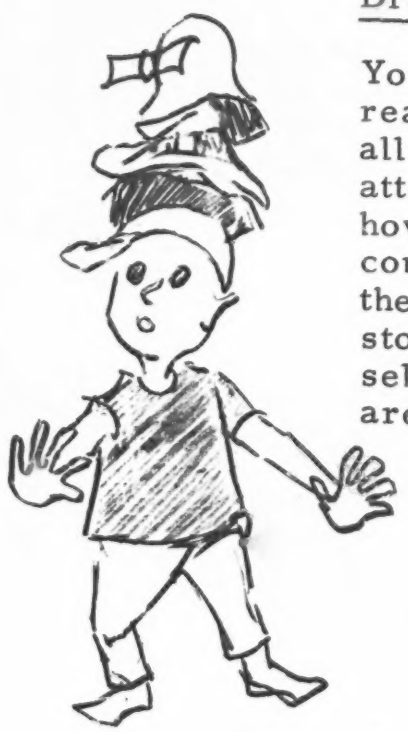
Much informal conversation takes place before school, at nutrition time, in the yard during play time, and during dramatic play. The teacher encourages the children to talk with each other. She finds that in her tension-free classroom children seldom raise their voices above acceptable levels of loudness.

Dramatic Play

To play is a natural urge of young children. Through play, girls and boys interpret their understanding of the world. Activities centering around family living are important to most kindergartners. The toy telephones in the playhouse and grocery store are used to carry on conversations of great importance.

"Time to eat! Come and eat!"
"Dinner's ready. Sit down."
"Cocoa?" "No, thank you."
"Hello. Come to dinner now."
"This meat is a little tough today."

As children work in the playhouse, build airplanes or buses with big blocks, use wagons to simulate a train, or tend plywood farm animals, the teacher observes their behavior and records bits of their language. She gives individual guidance at appropriate times.



Dramatization

Young children like to dramatize the favorite stories which the teacher has read aloud over and over and over again. The informal dramatizations generally are simple, short, one-scene affairs, with impromptu properties. Little attempt is made to follow correct action or sequence. It is practically certain, however, that even though the ideas of the story are confused, the children will come forth with action, as they do when Big Billy Goat Gruff butts the troll off the bridge. And, as time passes and as the children have fun dramatizing many stories, the story sequence seems to fall into place. Not all stories lend themselves to dramatization. Mother Goose rhymes and simple folklore, however, are generally enjoyed. Some stories which children like to dramatize are:

Charles, 'Roundabout Turn
Ets, Play With Me
McCloskey, Blueberries for Sal
McDonald, The Little Island
Slobodkin, Caps for Sale
Ward, The Biggest Bear

Giving and Attending to Directions and Explanations

During the year kindergartners grow nicely in ability to explain or to describe what they have done and to project their thoughts into the future. At the beginning of the year the teacher does not expect the children to follow clear-cut sequences when they explain or direct, nor does she expect them to depict all of the steps in a sequence. She does not expect attentive listening. She does expect growth to occur in children's ability to give and to listen to the giving of directions and explanations. Through questions, the teacher guides the

girls and boys to recall the sequence of happenings: "What did you do next?" "What did you do just before you did that?" Through discussion, she helps the listeners add the information to their store of knowledge.

The teacher expects the children to grow in accuracy of following sequential order as they respond to her guidance. She works with individuals and with small groups of children. As the year progresses, the girls and boys become better able to report to increasingly larger numbers of children. They become more courteous listeners. Widened interests and clarified, extended concepts stimulate the children's desire to gain and share information.

Response to Stories

Hearing the right story, or many just-right stories, has value for the kindergartner. Stories of happy family life may help the child from a happy family appreciate his place in the family group. The child who does not live in such a family may find a substitute which gives him satisfaction as well as insight into what families might be. Some of the children's favorite family stories are:

Bauer, Good Times at Home
Beim, Benjamin Busybody
Hitte, Surprise for Susan
Hoffman, About Family Helpers
Lenski, Little Family
Marino, Where Are the Mothers?
McCloskey, One Morning in Maine
Minarik, Little Bear's Visit
Skaar, The Red House
Steiner, Daddy Comes Home
Zolotow, Quiet Mother and Noisy Little Boy

Children may build feelings of belonging as they hear about people who belong to close-knit groups. They enjoy such stories as:

Brenner, Somebody's Slippers; Somebody's Shoes
Lenski, The Mr. Small Series

Kindergartners experience emotional release as they identify themselves with story heroes and as they imaginatively perform deeds of valor. Because kindergartners do identify themselves so completely with the characters in the stories

which they hear read or told, teachers choose carefully. Awareness of children's character identification encourages teachers to read about animals, people, and things, such as those in:

Beatty, Droopy
Davis, Timothy Turtle
Dennis, Flip
Heyward, Country Bunny and the Little Gold Shoes
Piper, Little Engine That Could
Williams, Timid Timothy
Ylla, Two Little Bears

Listening to well-selected stories extends and deepens the fours' and fives' experiences. Children understand their own environment better after they hear of storybook people who are having experiences similar to their own. Understanding of individuals in minority groups may develop somewhat as girls and boys hear stories which present true pictures of everyday life, as in:

Beim, Smallest Boy in the Class
Bromhall, Belinda's New Shoes
Corcus, Joel Gets a Haircut
Ets, Play With Me
Krauss, Growing Story
Martin, How the Clown Got His Smile
Schneider, While Susie Sleeps
Scott, Judy's Baby

Literature helps children to satisfy their keen curiosity concerning the world about them. The sharper their intellect, the greater is the youngsters' range of interests. The more intellectually stimulating the kindergarten environment, the greater becomes the children's desire for information. Knowledge of these facts places on the teacher responsibility to know the individuals in her group well enough to recognize their needs, and to know books well enough to select stories accurate in pictorial and narrative detail. Some commonly recommended stories are:

Brown, Important Book
_____, Quiet Noisy Book
Garelick, What's Inside?
Hader, Big Snow
Green, Everybody Has A House
Keats, The Snowy Day
Lathrop, Who Goes There?
Rojankovsky, Great Big Animal Book
Schneider, How Big is Big?
Seignobosc, Thank You Book
Zolotow, One Step Two

Stories may help children to face some of the obvious or hidden problems which confront them. As the girls and boys identify themselves with the story characters, they may see their own problems more clearly and, perhaps, meet the problems more realistically than they could have done before they knew the storybook people. Fives-going-on-six may find some release from the tensions, fears, and anxieties which they may have as they hear about the characters in:

Bailey, Little Rabbit That Wanted Red Wings
Bannon, Red Mittens
Brown, Sleepy Little Lion
Evers, Copy Kitten
_____, Cry Baby Calf
_____, More About Copy Kitten
_____, Plump Pig
Gay, The Small One
Krasitovsky, Very Little Girl
Lowrey, Poky Little Puppy
Schurr, Shy Little Kitten

Kindergartners need to do well, to be successful. They enjoy hearing about people and animals who get things done and who receive pleasant recognition for doing worthy deeds. Stories of action which have especial appeal include:

Burton, Mike Mulligan and His Steam Shovel
Ets, Mister Penny
Flack, Ask Mr. Bear

Through listening to stories, children may be helped to build ethical values. Identification with characters who make decisions and benefit or suffer from the results of those decisions may stir consideration of standards of values. The teacher lets the story do its own moralizing. Appropriate selections include:

Bryant, Follow the Leader
D'Aulaire, Don't Count Your Chicks
Gramatky, Little Toot
Palazzo, Little Red Hen
Potter, Tale of Peter Rabbit
Slobodkin, Caps for Sale

And then there are stories which should be read just for fun. The teacher finds such stories in:

Child Study Association of America, Holiday Storybook; Read Me More Stories; and Read-To-Me-Storybook

Clinton, The Treasure Book of Best Stories

International Kindergarten Union, Told Under the Blue Umbrella; Told Under the Green Umbrella; and Told Under the Magic Umbrella

Mitchell, Here and Now Story Book

Rojankovsky, Book of Nursery Tales

Aesthetic appreciation develops slowly. Its growth depends upon the individual's native ability, upon the material used, and upon the manner in which the material is presented. Through hearing stories in which characters are honestly portrayed and in which subject and style are blended, young children begin to develop appreciation for literature in which the genuine truth of human experiences is revealed artistically; they begin to build a foundation for aesthetic appreciation.

Sometimes the teacher tells the stories; sometimes she reads them. She tells or reads the stories at "storytime" to many children, at special moments to a few. Because she knows that four-and five-year-oldness does not insure ability to sit still and listen, or even insure interest in sitting still and listening, she plans quiet activities in which the non-listeners can participate while the others gather round her.

To tell a story well takes preparation. And so the teacher:

-reads the story several times, giving her whole attention to it and becoming imbued with the spirit of it.

-visualizes the story as a series of incidents; learns to relate the incidents in logical order.
-memorizes frequently repeated phrases or refrains.
-projects herself into the characters so that what they say and do seem plausible and natural.
-re-examines the story to be sure that she is giving proper emphasis to major events.

After the teacher has familiarized herself with the plot and characters, she enjoys telling the story. And as she tells the story, she keeps herself in the background, letting the story be the thing of importance. She tells the story:

-slowly, using pauses for dramatic effect
-naturally, directly, and enthusiastically
-not too loud, but with variation in voice and facial expression.

She shows pictures to help the children understand and enjoy the story. For instance, when she reads or tells Marjorie Flack's Ask Mr. Bear, she shows the children a large picture of Danny giving his mother a big hug. The picture helps the children to understand what a "bear hug" is.

Adults other than the teacher tell stories to kindergartners. Among the parents, librarians, or other adults in the community, there frequently are persons skilled in the art of storytelling. They and the children gain pleasure by their participation. And the teacher may pick up a pointer or two which will heighten her own teaching power.

Kindergartners enjoy hearing stories told by older children from their school or from nearby secondary schools and colleges. Such experience benefits both listeners and storytellers.

Children's Storytelling

Most kindergartners enjoy telling stories. They create stories from their own experience; they create stories from their imaginations. They like to join in teacher-told stories which have catchy refrains, and they like to repeat the details of familiar stories. If the child wanders afield in retelling a tale, a comment or question deftly placed may help him to recall the story's sequence.

Reaction to Poetry

Poetry, the music of literature, provokes emotional response from the four- and five-year-old. It appeals to the child's senses, stirs his imagination, and sometimes clarifies his experience.

The teacher sets aside special time for poetry, but does not confine all poetry to that time. If a poem would flavor a situation or heighten its significance, she says the poem right then. A repertoire of appropriate poetry is a valuable asset. The enjoyment of the right poem can brighten children's awareness of weather change, of holidays, and of special events, as well as enrich the happenings of everyday living.

> When the wind carried the papers so far aloft that they looked like tiny specks in the sky, the children listened appreciatively to "I saw you toss the kites on high . . . "

Fours, fives, and early sixes like to hear poems about children and about the animals and places in their immediate world. They ask to have favorite poems said again and again. They join in as the teacher repeats the poems for them. And this is good!

Many poems with kindergarten-appeal appear in the books listed below:

Aldis, All Together: A Child's Treasury of Verse
Arbuthnot, The Arbuthnot Anthology of Children's Literature
_____, Time for Poetry
Austin and Mills, The Sound of Poetry
Budney, A Kiss is Round
_____, Counting Rhymes
Doane, Small Child's Book of Verse
Geismer, Very Young Verses
Harrington, Ring-a-Round
Mother Goose
Richards, Tirra Lirra
Rossetti, Sing Song

Children's Stories and Poems

Listening to stories and poems, coupled with participation in many other concept-building and vocabulary-building experiences, frequently releases children's creativity. The teacher's comment about a well-turned phrase or an apt choice of expression may lead the child to experiment with words. And the teacher may see a Sue or a Sarah wondering to herself as an object speeds by the window, and may hear a whispered song:

Is it a sandpiper?
Is it a sparrow?
Is it a bumble bee?
Is it a little fairy
Flying home to me?

Attention to Speech Problems

The great majority of so-called "speech defects" in kindergartners really are not defects at all, but are just aspects of immature speech which will disappear in the normal course of time. The following facts about speech development may be of help to the teacher.

Vowel sounds are the first speech sounds learned. When children begin to use meaningful words, they use the consonant sounds which are easiest to produce: p, b, m, h, and w. Most children can correctly produce these first consonant sounds by the age of three and one-half.

Sounds are not all equally difficult to form. The "tongue-up" sounds: d, n, k, g, ng as in sing, and y as in you, are slightly more difficult to produce than are the consonant sounds listed above, and they are learned by the time the child is approximately four and one-half years of age. Skill in making the f and the v comes next in the child's development.

The more complicated tongue sounds: th, r, l, s, z, ch, j, sh, and zh as in pleasure, usually are the last single consonant sounds to be learned; often they are not mastered until the children are in the second grade.

Consonant blends are even more difficult to learn. The kindergarten teacher need not be unduly concerned if the children in her class have difficulty in saying words such as strawberry, clock, and twist.

The kindergartners' articulation depends on many things. If children are bursting with emotion or are in a great hurry, they may misspeak words which they can say perfectly when they are calm. The length of a word and its position in relation to other words of a sentence are important. Children make more childish errors on long or new words than they do with short or familiar words. They may be able to say "Jack" correctly, yet fail with "Jack-in-the-Pulpit." They may be able to say "school" before they can say "going to school." Key words are less likely to be mispronounced than are the words which lead up to them.

Although many beginning kindergartners have learned to say all of the speech sounds correctly, other girls and boys need additional time in which to develop articulate speech.

Just as teachers accept individuality of growth in the use of complex sentences, and as they accept individuality of growth in the acquisition of vocabulary, so do they accept individuality of growth in the clear enunciation of words.

A few children evidence speech difficulties which maturity alone may not alleviate. Some of the conditions arise from emotional disturbance; some are organic in nature. To correct these, the child will need help from specialists. The teacher can ask her school administrator about approved referral procedure.

X

READING

Recent years have witnessed a focus of attention on reading in the kindergarten. Some teachers have felt pressured to have their children use commercially prepared reading-readiness materials or pressured to involve the children in formal reading programs instead of providing for them the program of firsthand experiences through which fours and fives traditionally have been guided to grow in understanding, in competence, and in appreciation.

The move to push down skill development may be based on a belief that if children could begin to read a year earlier than they generally do, they might be able to learn more during their school years and might be able to enter a profession, attain accepted social status, and gain economic proficiency earlier.[1]

The immediate sources of pressure appear to be some first grade teachers, some kindergarten teachers, some middle-class parents, parents of precocious children, and commercial enterprises which produce materials for use in the kindergarten.[2]

Use of Workbooks?

Some teachers, believing erroneously that children's maturation can be speeded by the use of drill exercises, have turned to reading readiness workbooks and similar materials. Many specialists in the teaching of the language arts and many leaders in early childhood education decry this use of children's time on drill when the time might otherwise be devoted to thought-provoking, creative, and enjoyable experiences from which understanding, appreciation and skill grow.

---

1 Annie L. Butler, "Hurry! Hurry! Hurry! Why?," Childhood Education, 39:11, September, 1962.

2 E. H. Moore, Fives at School. (New York: G. P. Putnam's Sons, 1959), p. 279; William D. Sheldon, "Teaching the Very Young to Read," The Reading Teacher, 16:166, December, 1962.

Hymes[3] declares that teachers do kindergartners "no favor" by having them use workbooks or fuss with "artificial exercises and drills that allegedly build readiness." Teachers cannot speed up maturation; drills cannot shorten the time it takes for children's eyes to mature enough to focus on a line of words nor hasten the growth of children's capacity to remember. The use of workbooks does not sharpen children's minds, broaden their horizons, nor enrich their feelings. Their use results in poverty of thinking, of feeling, of doing, and takes time which could be spent in the rich and worthwhile activities for which kindergartners are ready and eager.[4]

Wann[5] asks "what could be less challenging intellectually than coloring in squares or drawing lines from one picture to another in a readiness workbook all according to specific directions from an adult?" Children would be served better by the provision of opportunity to gain a wealth of understanding, by being encouraged and guided to "put ideas together and generalize about their experience."

Moore[6] poses several thought-provoking questions, two of which seem especially pertinent: In rooms where teachers insist that children are thrilled with reading-readiness workbooks, are challenging experiences provided? Have teachers made parents aware of the social and personal learnings, the attitudes, habits, and adjustments that the children are developing through their other kindergarten activities?

---

3 James L. Hymes, Jr., "The Importance of Pre-Primary Education," Childhood Education, 39:8, September, 1962.

4 _____, Before the Child Reads. (New York: Row, Peterson and Company, 1958), p. 12.

5 Kenneth Wann, "Children Want to Know," Childhood Education, 37:8-12, September, 1960.

6 Moore, op. cit., pp. 302-303.

Research indicates that children who have been exposed to formal reading-readiness workbooks in the kindergarten show no more readiness or potential for reading than do children who have participated in an informal activity program.[7]

Readiness books are expensive. Before spending kindergarten monies on drill materials, educators should balance the educational value of their use against the values inherent in the use of other equipment or materials which might be purchased with funds.

Formal Reading Instruction?

Kindergarten teachers know that under some circumstances they could teach some of their children to read. They know that perhaps one in a hundred children will learn to read outside school before they enter the first grade.[8] Most kindergarten teachers doubt that just because a few fives can learn to read easily, all kindergartners should be forced to attempt acquisition of the skill.[9]

---

7 W. Paul Blakely and Erma M. Shadle, "A Study of Two Readiness for Reading Programs in Kindergarten," Elementary English, 38:502-505, November, 1961; Butler, op, cit., pp. 10-13.

8 Dolores Durkin, "An Early Start in Reading," Elementary School Journal, 63:147-151, December, 1962; "Children Who Learned to Read at Home," Elementary School Journal, 62:15-18, October, 1961; "Children Who Read Before Grade One," Reading Teacher, 14:163-166, January, 1961.

9 Walter Waetjen, "Research on Learning Levels of Symbolization Needed for Formalized Reading," Reading in the Kindergarten?? (Washington 16, D. C.: Association for Childhood Education International, 1962), p. 23.

They doubt that there should be a change in the program that has proved to be a good learning experience for most children. Such teachers have strong support.[10]

The National Council of Teachers of English[11] emphasizes that "neither beginning reading activities nor specific word teaching belongs in the kindergarten." It states that fundamentally the kindergarten program is one of general development and is not designed to prepare the child for reading.

Heffernan[12] cautions that although "any attempt to drive" the average kindergartner "may result in some evidence of reading," the gain will be made "at great risk of impairment of the child's interest in reading."

Karlin[13] says that "while it may be possible to teach the younger child to read, there are other important types of development to be promoted at these levels."

---

10 William D. Sheldon, "Research Related to Teaching Kindergarten Children to Read," Reading in the Kindergarten?? (Washington 16, D. C: Association for Childhood Education International, 1962), pp. 12-18.

11 National Council of Teachers of English, Language Arts for Today's Children (New York: Appleton-Century-Crofts, Inc., 1954), p. 155.

12 Helen Heffernan, "Significance of Kindergarten Education," Childhood Education, 36:313, March, 1960.

13 Robert Karlin, "Research in Reading," Elementary English, 37:117, March, 1960.

CONTRIBUTION OF THE PROGRAM TO GROWTH IN READING

At the same time that the teacher protects from outside pressures those children who are not ready for reading instruction, she informally facilitates growth into reading for the "occasional fives [who] have the maturity in perceptual skills, thinking abilities, and interests necessary for reading."[14]

And, although for the children who are not ready "reading itself must be deferred until maturation has readied the neural mechanisms for the coordinated functioning which reading requires,"[15] the teacher does not have the children just sit around and wait for readiness to be achieved. Because "development is a product of nature and nurture,"[16] the teacher plans experiences which will encourage growth toward power to read.

Intellectual Readiness

Intelligence is an important influence on one's success in learning to read. As the child matures and reaches increasingly further into the world of experience, he extends his vocabulary and his powers of oral expression. The greater his innate ability, the more able will he be to learn from each succeeding experience and the more able will he be to organize his thinking in

---

[14] Emmett Betts, "Visual Perception Skills of Kindergartners," My Weekly Reader Surprise, Teacher's Edition, Volume 3, Issue 14, January 9-13, 1961.

[15] Laura Zirbes, "The Developmental Approach to Reading," The Reading Teacher, 16:347, March, 1963.

[16] Willard C. Olson, "Child Growth and Development," Reading (Washington, D. C.: Association for Childhood Education International, 1956), p. 2.

light of newly gained knowledge. In general, today's kindergartners probably know more than any previous group of four-and five-year-olds have known.[17]

Teachers cannot speed maturation of children's brains or central nervous systems. They cannot add to children's inherent abilities. But they can help each child to use to advantage every bit of his native intelligence. And so teachers:

-encourage the parents to have all of the child's remediable defects repaired.
-encourage the parents to insure that the children get plenty of rest, exercise, and nourishing food.
-learn how children gain meanings, concepts, and generalizations; utilize the knowledge in their relationships with children.
-provide a lush environment which challenges children to experiment.
-establish and maintain in the classroom a tension-free atmosphere which encourages experimentation.
-help children to develop the self-confidence which frees them to reach out for new experience.
-recognize the implications of individual differences among and within children; respect those differences.
-permit children to follow individual interests.
-assure that children have the resources, time, space, and guidance supportive of their need to reach their goals.
-use acceptable language patterns.
-encourage conversation and discussion.
-supply needed words.
-appreciate children's incorporating new words into their speech.

---

17 Wann, op. cit.

One of the greatest intellectual difficulties which confront the child in learning to read is lack of understanding of the concepts for which words stand. Words in themselves mean nothing. It is only as they evoke awareness of experience that they have value.

One of the finest contributions of the kindergarten program to the child's growth toward reading readiness is the provision of continuous opportunity for the child to have experiences through which he may gain understanding of concepts and may learn the language with which to express his understanding.

Only through much experience with the people and things in his environment can the young child gain the knowledge, skills, and attitudes from which to develop concepts. As Michaelis[18] says, "concept development is a gradual process in which increasingly higher levels of development, coupled with rich experience, bring about steady growth of meaning." Only through experience can the child learn the words which stand for those concepts, words for which he will later learn printed symbols. As the child gains skill in reading, he associates the meanings which exist in his mind with the word symbols which stand for real things.

A close interrelationship exists among the ideational, motor, and emotional learnings through which the kindergartner develops meaning for a word.[19] For instance, "clay" is a word which stands for an easily identifiable substance. The child gains a richly meaningful concept of "clay" only by engaging in motor activity involving clay. His concept of "clay" includes some sort of attitude toward the substance. In addition, the idea includes the emotional experiences, pleasant or unpleasant, which the child has had with clay. As with the child's concept of clay, almost any idea, if

---

18 John U. Michaelis, Social Studies for Children in a Democracy (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956), p. 117.

19 William A. Brownell and Gordon Hendrickson, "How Children Learn Information, Concepts and Generalizations," Learning and Instruction. The Forty-Ninth Yearbook of the National Society for the Study of Education, Part I (Chicago: The National Society for the Study of Education, 1950), p. 94.

it be analyzed far enough, will be found to be partly verbal, partly motor, and partly emotional.[20]

Recognition of these interrelationships encourages teachers constantly to involve children in purposeful and challenging firsthand experiences appropriate to the kindergartners' individual abilities, needs, and interests; to provide opportunities for the children to hear and to use the words descriptive of their experiences.

As the youngsters question, analyze situations, and make decisions in solving individual and group problems, and as they participate in aesthetically satisfying experiences, they gradually develop reservoirs of information, feelings, and abilities on which to draw when they encounter words in speech or print.

An important point to remember is that the "original purpose for providing an experience should not be lost by undue emphasis on the development of reading readiness."[21]

Every kindergarten day offers opportunities for children to have experiences which, though not designed specifically to promote reading readiness, do contribute to the development of concepts and language facility. Among children's activities are:

- -playing in the large construction areas, such as the house, the grocery store, the bakery
- -playing with floor toys
- -constructing with large and small blocks and with lumber
- -gardening
- -going on study trips
- -interviewing resource persons
- -performing science experiments
- -examining study prints and realia

---

20 Ibid.

21 Moore, op. cit., p. 289.

-looking at filmstrips and an occasional film
-listening to the teacher or other adults read informational materials and real and fanciful tales
-"reading" familiar stories
-listening to recorded stories and music
-using art materials
-using the playground apparatus and equipment
-conversing informally
-talking about group activities
-listening to other persons express ideas
-singing and chanting songs, rhymes, and poems
-playing musical and percussion instruments
-dictating stories for the teacher to record
-working puzzles.

The teacher deliberately paces children's intellectual growth toward reading when she:

-writes signs or labels, upon request, for individuals to use in their work or play. These will enrich the play of children who have grown enough to read them, will be ignored by those who have not.
-answers children's questions about signs, labels, and other material which she has written at other children's request, or which children see on trips or in illustrations.
-confirms or corrects children's "educated guesses" about words which they see in print.
-types or writes, to dictation, messages on greeting cards designed by the children.
-writes, to dictation, letters to absent class members, "thank-you" notes, invitations, and requests for help.
-puts in the class picture file, in teacher-compiled books, or on bulletin boards, informational pictures and photographs which contain writing. Children who are ready enjoy finding meaningful symbols which they can read; children who are not ready ignore the symbols.

-writes in large manuscript, upon request, stories or parts of stories which children tell her, individually or in small groups, about their paintings or drawings, or about other experiences which they have had. She reads the recorded stories to their authors alone or to the author and a group of his peers together, occasionally drawing her hand along the rows of print as she reads. Sometimes she reads several of the children's stories to a group. An occasional child will be able to read part or all of the stories.

Writing stories to children's dictation does not take place every day, nor at a specially scheduled time during the day. Dictating stories is not a part of every child's kindergarten program. It must not be allowed to become formalized into a "reading lesson."

-makes available books of genuine appeal to the children; changes them frequently:

-picture books with no words, a few words, or a line or two of print on a page
-books with a considerable amount of print
-books which evidence a recognition of kindergartners' interest in details, their enthusiasm for specifics, their insatiable quest for understanding, their ability to think, to see relationships, to solve problems
-books that give facts, books that tell stories, books filled with action, books filled with repose
-books that stir the minds and feeling of all sorts of fours and fives and early sixes.

-provides time for the children to browse leisurely among the books.
-answers children's questions about words in the books.
-helps children learn how to handle books.
-consults, in the children's presence, different kinds of printed materials to find information which groups or individuals request.

-reads poetry aloud. Before reading the poetry, the teacher may help the children recall pertinent feelings aroused by first-hand experience: "What do you like about the wind? Close your eyes and pretend the wind is blowing. What does it do to you? What do you feel? What do you see? What do you hear? Listen to this poem. What part of it made you feel you were out in the wind? . . . "
-reads materials which contain accurate, timely facts needed by individuals or groups which are striving to find answers to questions which they have raised; facts which prod children to seek further for information.
-encourages the children to talk about the facts she has read to them.
-reads and tells stories to the children:

-stories that confirm their experiences
-stories that extend their experiences into times and places they cannot visit and into the world of the impossible, the fanciful.

-encourages the children to dramatize favorite action stories and rhymes.
-gives the children opportunity to read many pictures and photographs.[22] Pictures are symbols for real objects and events. Individuals interpret these symbols in terms of the experiences they have had. To be of educational value, pictures should:

-contain something worth talking about.
-stimulate children to think, to wonder, to respond emotionally.

---

22 Audrianna Allen, "Five-Year-Olds Can Think! - Try Them Out in Discussion Situations," Elementary English, 40:74, January, 1963.

-illustrate places or events which the children cannot observe at first hand.
-confirm events and places which the children have experienced.
-be rich in plot and sub-plot.

-leads individuals to grow from the level of enumerating objects in a picture, through interpreting the action portrayed, toward thinking about the action which preceded or might follow that depicted. Few kindergartners accomplish the third step.

Emotional Readiness

Emotions color a child's ability to read. Monroe[23] cautions that "children who are at the five-year-old level of emotional development, whether actually five or older, lack the enterprise for such a prolonged and demanding activity as learning to read."

The happy, friendly, secure, child is relaxed and free from emotional strain; he can direct his attention to intellectual pursuits appropriate to his age.

The teacher promotes emotional readiness for reading as she:

-establishes and maintains a relaxed and happy atmosphere in the classroom.
-is generous with praise.
-does not expect kindergartners to sit still for very long at a time.
-arranges the daily schedule in light of her understanding that children need frequent change of activity.
-guides the children to set for themselves tasks which can be completed successfully.
-tells the children when and why routines are to be changed.

---

[23] Marion Monroe, Growing Into Reading (New York: Scott, Foresman and Company, 1951), p. 27.

-helps the children realize that everyone makes mistakes, that they will not be punished for making mistakes, that they will have opportunity to try again and again if they so desire, and will have support in their efforts.
-arranges opportunities for children to talk with other children and with adults.

Social Readiness

Even in a school where reading instruction is completely individualized, children learn in a social setting. Children who cannot adjust adequately to group life may be intellectually hindered by frustration.

The work of Piaget and other child development specialists indicates that five-year-olds need individual attention.[24] Time alone will insure some aspects of social growth; home and school experiences will contribute to growth in other areas.

As the kindergarten year progresses, the child has opportunities, without pressure, to:

-be with other children.
-shift from solitary and parallel work and play activities to group activities and back again to solitary or parallel work and play.
-take turns at using equipment and in receiving help from the teacher, constantly assured that he will have a turn.
-work things through for himself; receive assistance before he becomes discouraged.
-cooperate in group activities.
-listen to other persons perform; express appreciation.
-receive praise for listening without interrupting.
-concentrate for varying lengths of time on specific activities.

---

[24] Sheldon, op. cit., p. 17.

Physical Readiness

Success in reading is facilitated for the child who has optimum general health, normal hearing ability, good vision, good eye-hand coordination, and clear speech.

The teacher promotes optimum general health for the children in her group as she:

-arranges for the nurse or school physician to discuss healthful living with the parents.
-includes in her circulating library: books, pamphlets, magazine articles, and newspaper clippings pertaining to the health of kindergarten children.
-observes children for signs of physical deviation from the normal; refers such cases to the delegated authority.
-encourages parents to have remediable defects corrected, to have the children innoculated from as many diseases as possible.
-maintains a physically healthful and safe classroom environment.
-allows plenty of time for vigorous outdoor play, ample time for relaxation.

-employs the outdoor classroom whenever the weather permits.
-arranges the daily program so that periods of vigorous physical activity alternate with periods of quiet activity.
-provides time and place for children to lie down when they become overtired or overstimulated.
-encourages the children to stay home when they are ill.
-stays home when she is ill.

There is a positive relationship between reading comprehension and hearing comprehension.[25] No one can speed the maturation of children's hearing organisms. The children may be assured, however, that children will grow continuously in power to hear more specifically and more distinctly as they engage in the normal experiences of daily living. Preschoolers and kindergartners distinguish among the sounds in life around them in much the same way as they will later distinguish among the special sounds of the words they will read.

Just as kindergartners differ in other facets of growth and development, so do they differ in hearing sensitivity. At one extreme may be youngsters with absolute pitch; at the other extreme, children who can differentiate sounds but vaguely. "High frequency deafness may make it exceedingly difficult for the child to hear speech sounds, and hence to learn to read."[26]

To promote children's efficient use of their hearing, the teacher:

-watches for signs of possible hearing difficulty.
-refers to the school nurse children whom she suspects of having hearing loss.
-encourages children with hearing loss to move to advantageous positions in the room.
-speaks in a low-pitched, pleasant voice; enunciates clearly; speaks a little more slowly than she would speak to adults.

---

25 Ruth Strickland, "Factors That Influence Language Growth: School Influence," Elementary English, 29:481, December, 1952; Donald D. Durrell and Helen A. Murphy, "The Auditory Discrimination Factor in Reading Readiness and Reading Disability," Education, 73:556-60, May, 1953.

26 M. D. Vernon, Backwardness in Reading (New York: Cambridge University Press, 1958), p. 124.

Many activities of the normal school day help to sharpen the kindergartner's auditory acuity. Habits and abilities in hearing are strengthened as the child:

-adapts the pitch of his voice to fit the characters he is interpreting through dramatization.
-skips, gallops, marches, runs, and walks in time to music.
-listens to nursery rhymes and jingles.
-notices which last words of lines in rhymes and jingles end alike.
-supplies the last or rhyming words in jingles which the teacher says.
-supplies other words that end the same as the rhyming words in jingles.
-notices the differences in sounds of various orchestral instruments.
-notes the change in the intensity of the sound of the engine as a train, an airplane, or a truck approaches, passes, and goes away from the area.
-talks informally about similar-sounding words which are used in discussions.

Good vision is important in reading, for it is the sensory channel through which language meanings are aroused in response to printed symbols. Time and good living will bring the child to the point where he can observe small but important differences in printed symbols easily, clearly, and without effort.

The teacher guards her kindergartners against eyestrain and encourages them to use their powers of observation and visual discrimination as she:

-watches for signs of visual defects; refers suspected cases to the school nurse.
-provides proper illumination.
-encourages the children to maintain good posture.
-makes provision for periods of rest.
-keeps bulletin boards and work centers uncluttered.
-draws children's attention to the shapes of the blocks with which they build.
-refrains from involving children in activities which demand that they shift their eye focus rapidly from near point to far point.
-does not force children to do work which requires near-point vision, but provides opportunities and encouragement for children to play with manipulative devices which require near-point vision: to string beads, to draw pictures, to play with peg boards, blocks, and scissors, to model with clay, to assemble puzzles.

-provides matching games and encourages children to play with them: buttons and samples of cloth to be sorted by color, shape, or size; dominoes; sets of cards.
-provides materials and time for children to assemble scrapbooks on subjects of their individual choice.
-encourages children to classify leaves, animals, and rocks.

Eye-hand coordination is important to skill in reading. The teacher encourages the child to use the hand for which he shows a preference, yet recognizes that the kindergarten-aged child normally is somewhat ambidexterous even though he may have established handedness.

Eye-hand coordination develops as the child:

-has many experiences touching objects of different textures.
-pushes floor toys.
-uses the balance board and walking beam.
-throws and catches balls and bean bags.
-uses hammers, saws, rasps, and other construction tools.
-finger-paints.
-models with clay.
-cuts with scissors.
-works jigsaw puzzles.
-plays with nested cubes and with building blocks.
-draws pictures with crayons and chalk.
-laces his shoes.
-fastens and unfastens zippers and buttons.

The quality of a child's speech has considerable influence on his success in reading. Anderson and Dearborn[27] say that "the importance of speech. . . is such that this phase of readying the child for reading can scarcely be overdone."

---

[27] Irving H. Anderson and Walter F. Dearborn, The Psychology of Teaching Reading (New York: Ronald Press), p. 148.

Austin[28] says that "The average child upon entering kindergarten does not manifest mature speech; many children will portray immature speech throughout first grade and possibly into second grade."

The teacher promotes clarity of speech in children as she:

-sets a clear, pleasant pattern of speech.
-maintains a pleasant, relaxed emotional environment in the classroom.
-recites, and invites the child and his classmates to say with her, poems and jingles which contain sounds which appear difficult for individuals to pronounce.
-refrains from calling attention to a child's speech problem in the presence of other people.
-shows the child, in private, how to use his speech organs to make the sounds with which he is having trouble.
-asks the speech correctionist for ways of helping the child who has a minor speech problem.
-refers to the speech correctionist any child who appears to have a major problem.
-encourages conversation.
-directs the listeners' attention to the ideas being expressed, not to any deficiency in language usage or clarity of speech.

Experience and Readiness

In the modern kindergarten, carefully selected experiences contribute to the language growth of the fours, fives, and early sixes. Through the experiences, children learn to work and play with others of their own age, learn to adapt to situations of which they are not the center. They gain knowledge in many subject-matter areas. They learn the words through which to talk about the firsthand and vicarious experiences of the day, and with which to further their part in those experiences. They develop

---

[28] Mary C. Austin, Clifford Bush, and Mildred Huebner, Reading Evaluation (New York: The Ronald Press Company, 1961), p. 64.

favorable attitudes toward reading as a satisfying, useful tool. All of the experiences bear directly upon the kindergartners' readiness for learning, upon their growth in speaking and listening, and so, eventually, upon their ability to read.

WRITING

Formal handwriting instruction has no place in the kindergarten program.

Very few four-and five-year-olds possess the wrist strength and the hand-muscle co-ordination essential for writing successfully with ease. In addition to adequate strength and muscular coordination, readiness for reading assumes that a child has:

-ideas to express
-the ability to relate ideas
-interest in communicating ideas
-knowledge that words stand for ideas and meanings
-satisfactory speech development
-correct speech habits
-ability to phrase sentences correctly
-good eye-hand control
-capacity to learn through experience
-past experience in observing others write.[29]

Exposure to Writing

The absence of formal instruction in handwriting does not mean that kindergartners are not exposed to a considerable amount of writing. As occasions arise throughout the day, the teacher helps the children realize that writing is used when persons have something to say and need to have it recorded in printed form. When the children express a need to have their ideas recorded, the teacher usually writes to their dictation.

---

[29] Gertrude H. Hildreth, "Interrelationships Between Written Expression and the Other Language Arts," Elementary English, 31:42, January, 1954.

She writes in large printscript as children dictate:

- -stories about the pictures which they have painted
- -accounts of firsthand experiences
- -letters to ill classmates
- -requests for permission to take study trips
- -notes of thanks
- -signs for use in dramatic play
- -greetings on cards which they have made
- -labels for materials exhibited.

As the teacher writes to the children's dictation, she refers casually to letter form, to word form, to elements of sentence structure, and to punctuation marks and capitalization. From such exposure, the children become aware of some techniques important to writing.

Help for Individuals

Occasionally a kindergartner is ready for and interested in learning to write. Such a child probably will indicate his readiness by spontaneously copying written materials or by attempting to record his own thoughts. Without any pressure, the teacher, in a matter-of-fact manner, gives the child the assistance he requests.

She shows the child that printscript letters are formed from circles and straight lines, with each stroke drawn separately and with the letters unjoined.

Help for Parents

When parents express interest in teaching their children to write, the teacher shows them how to write in printscript and explains to them the reasons for its use. She may give the parents copies of their children's names correctly written in printscript to use as models. At the same time, she cautions the parents against praising their youngsters so highly for trying to write that the children overexert themselves.

INTERRELATEDNESS OF EXPERIENCE AND LANGUAGE ARTS

All activities of the modern kindergarten contribute to children's growth toward skill in the interrelated language arts: the experiences through which children's concepts are clarified, deepened, expanded; the experiences through which language expressive of meanings and concepts becomes part of the children's listening and speaking vocabularies; the experiences which promote in children feelings of self-worth; the experiences which help children build muscular balance, strength, and control; the experiences which help children become more social beings. In turn, all language experiences contribute to the broader growth of children.

The learning, talking, happy, actively participating child gradually develops art and skill in communicating through oral and written language.

SELECTED REFERENCES

Childhood Education, Journal of the Association for Childhood Education International, 3615 Wisconsin Avenue, NW., Washington 16, D. C.

Gives a comprehensive picture of the teaching of the four language arts.

Elementary English, published by the National Council of Teachers of English, 8110 S. Halstad Street, Chicago 20, Illinois.

Most issues contain at least one excellent article pertinent to language arts in the primary grades. Interrelationship among the language arts is stressed.

Hymes, James L. Jr. Before the Child Reads. Evanston, Illinois: Row, Peterson and Company, 1958.

Explains ways in which normal children gain power to read through living well and healthfully. Stresses the importance of providing experiences appropriate to the individual's stage of development.

Monroe, Marion. Growing Into Reading. New York: Scott, Foresman and Company, 1951.

Discusses the many factors which contribute to children's readiness for beginning reading. Suggests experiences which promote readiness.

Moore, Elenora Haegle. Fives At School. New York: G. P. Putnam's Sons, 1959.

Pictures children who live in urban and suburban communities. The chapter "Exposure to Print and Symbols in Suburbia," explains the contribution the kindergarten can make in developing readiness for reading.

National Society of Teachers of English. Language Arts for Today's Children. New York: Appleton-Century-Crofts, Inc., 1954.

Presents a comprehensive picture of the teaching of speaking, listening, reading, and writing.

Reading in the Kindergarten?? Washington 16, D. C.: Association for Childhood Education International, 1962.

Eight specialists in early childhood education consider the dangers of present-day pressures to introduce a formal reading program into the kindergarten. Reports of research findings are included. The contribution of firsthand experiences to language growth and enthusiasm for literature is explored.

The Reading Teacher, a journal of the International Reading Association, P.O. Box 119, Newark, Delaware.

Occasional issues contain research-based articles pertaining to the kindergarten program.

Strickland, Ruth G. The Language Arts in the Elementary School. Boston: D. C. Heath and Company, 1957.

Treats the language arts as "a single interwoven pattern" and points out the relationship which exists between language development of personality. Contains many suggestions for helping children of various ages to develop skill in speaking, listening, reading, and writing.

Preschool Concept Development ----------138
Continuing Growth of Understanding----------138
Precise Use of Mathematical Terms ----------139
Nurture of Favorable Attitude----------140
Selected References----------142

MATHEMATICS

The kindergarten teacher is often amazed at the recognition of quantitative differences possessed by children four or five years of age. Many children enter kindergarten using, with varying degrees of understanding, such terms of comparison as largest and smallest, tallest and shortest, nearest and farthest. Many can count several objects. Many recognize such simple geometric figures as squares and circles. Many can recognize divisions as reasonable or unreasonable when objects and quantities are divided into halves, thirds, or fourths. Long before they know the significance of the numerals on the clock or the calendar, many recognize these instruments as tools useful in carrying on the day's activities. Many are aware of the fact that there are measures of volume and length which are useful in the kitchen and workshop.

PRESCHOOL CONCEPT DEVELOPMENT

How do children acquire the understandings and the interests they possess when they come to kindergarten? The teacher can feel relatively safe in assuming that the degree of understanding of arithmetic brought to school is commensurate only in part with a child's native ability. To a large degree the enthusiasms, interests, and understandings of the child entering kindergarten are the product of wholesome living--with his mother when she measures sugar and milk for the cookies, with his father when he measures the lumber for the dog kennel--the product of wholesome living with parents who answer questions with patience and with intellectual integrity.

The kindergarten teacher makes thoughtful but informal observation of each child's ability to use mathematical terms and of his ability to apply mathematical understandings to the practical situations he meets in the course of the day.

CONTINUING GROWTH OF UNDERSTANDING

The task of the teacher is to help each child continue to extend and to deepen his understanding of arithmetic. She does this by providing many opportunities for the child to participate in experiences similar to those through which he acquired the knowledge he brought to school.

Informally, the child learns the meaning of time. He sees that there is a sequence of happenings in a school day. "After we play, we clean up." "After the story, we go home." He realizes that after day comes night, and then another day. He knows that clocks have some relation to time, and that the hands are pointing the same way every morning when school starts. He knows that if he hurries home from school, he can still watch most of the cartoons on television; but if he goes slowly or stops at a friend's house, he will miss the program.

The distinction between weight and volume is early discovered by children who have the opportunity to experiment with scales. The girls and boys discover that their book about farm animals weighs more than their large ball.

Through rich living, the children discover that people use numbers in many instruments: clocks, calendars, measuring cups, rulers, thermometers, and scales.

Many are the opportunities for the teacher to contribute to the clarification and the deepening of understandings which will be refined only through many experiences which run through the years. The work done is informal and incidental. It is a natural part of real situations.

PRECISE USE OF MATHEMATICAL TERMS

It is very important that the teacher not be deceived by the children's use of terms. The child who proudly says that his daddy is ten feet tall is using three mathematical terms: ten, feet, and tall, but obviously he has little understanding of their significance.

What can the kindergarten teacher do to help the child acquire understanding of the terms he may be using glibly? What can she do to help him add new words to his vocabulary?

The teacher sets the pattern for the precise use of mathematical terms. She helps the child with his expression of a mathematical idea only when he shows need and desire for such help. She is as careful to use before children the same regard for precision in her use of the language of mathematics as she shows in every other phase of oral expression. For example, she can give the children a good start in accurate use of the term numeral by simply saying, without stress or comment, "The boys and girls who ride on the bus with the numeral 2 on it may go first today." In measuring, the teacher can help develop, through the expressions she uses, the idea that measurements are approximate, never exact. Looking carefully at the measuring cup, she says, "As nearly as we can see, we have half a cup of milk." In contrast, the child can see that counting is exact even though the objects counted are different in size. "Alice has five brushes." "Bob has eight blocks." Counting is exact. Measurements are approximate.

The teacher starts the children on the road toward understanding the concept of sets. For instance, Hazel is to be the little girl in the family in which Ruth is the mother. Barbara wants Hazel to be the nurse in the family in which she is the mother. With no emphasis on the language of mathematics, the teacher simply says, "You mean that Hazel is needed in both sets of children?"

NURTURE OF FAVORABLE ATTITUDE

The teacher's chief responsibility is to promote an attitude favorable toward arithmetic. How can she encourage the child to maintain the enthusiasm for arithmetic which he brings to school?

With no expectation of mastery, with no specific place in the daily schedule for arithmetic instruction, with no pencil and paper assignments; but with provision for rich experiences, with patience in answering questions in language mathematically correct, the teacher nurtures the interest and enthusiasm with which the children come to school. At the same time, she takes the children along the road toward accurate concepts of quantitative relationships.

SELECTED REFERENCES

Don't Push Me. Washington 16, D. C.: Association for Childhood Education International, 1960.

A copy of this valuable booklet should be available to every teacher, parent, and administrator.

California State Department of Education. California Journal of Elementary Education. Vol. XXXI, Number 4. Sacramento: May, 1963.

The section entitled "Guiding Number Experiences" offers guidance to teachers.

Gans, Roma, Celia Stendler, and Millie Almy. Teaching Young Children. New York: World Book Company, 1952.

Mathematics in the kindergarten is described on pages 270, 271, 272.

Moore, Elenora Haegele. Fives At School. New York: G. P. Putnam's Sons, 1959.

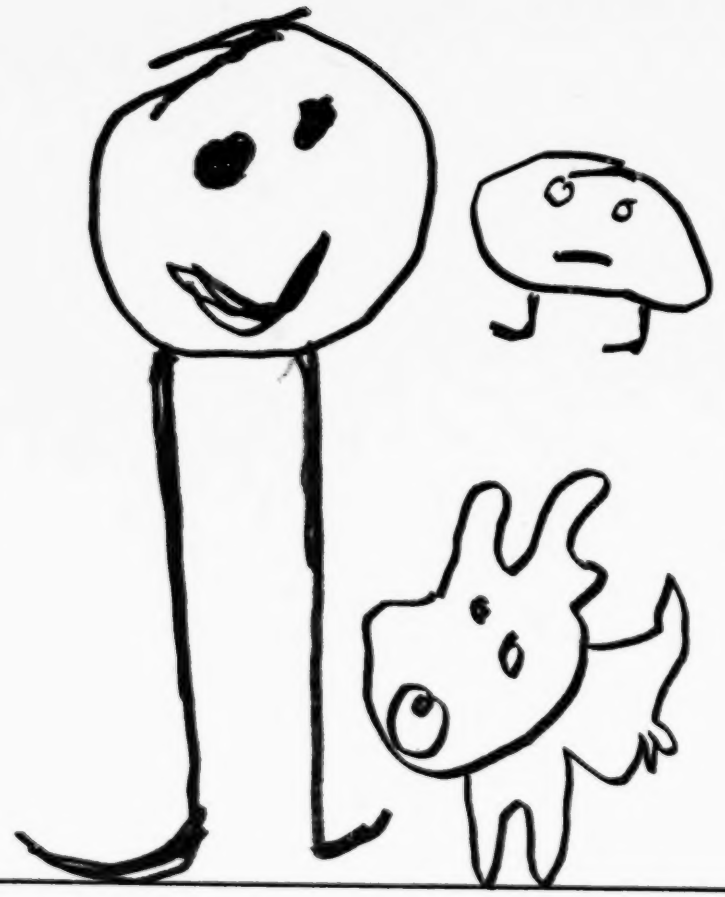
Arithmetic in the kindergarten is discussed on pages 178-180 and 262-264.

General Guidelines ---------- 148
Using Tempera Paint ---------- 149
Finger Painting ---------- 151
Drawing with Chalk ---------- 152
Using Wax Crayons ---------- 153
Modeling in Clay ---------- 154
Cutting, Tearing, and Pasting Paper;
Making Collages ---------- 155
Printing ---------- 156
Supply List ---------- 157
Selected References ---------- 163

Sam, Sally, and Sue enjoy experimenting with art materials. Each is unique in the ways in which he depicts his thoughts, his feelings, and his world.

In an atmosphere of freedom and acceptance, with art materials readily available, with a teacher who values each child's expression, kindergartners grow comfortably, individually, and creatively in the ability to express themselves through art.

To the uninformed adult, Sam's pictures appear to be scribbles and scrawls. As Sam has many opportunities to paint, and as he grows in coordination, his strokes become more rhythmic. Soon his pictures show that he is attempting to depict shapes.



Sally's paintings may also be incomprehensible to some adults. She paints forms freely. She is creative; yet little of the real world of adults may be recognizable in her paintings.

Sue paints designs and pictures. In her pictures she uses her own symbols for people. The trees, houses, and flowers in her paintings also are symbols. These symbols are Sue's way of telling stories. Her purple houses and blue trees do not mean that Sue is unaware of color, but rather that traditional color concepts are not yet of concern to her.

Sam, Sally, and Sue express their thoughts in different ways. Sue does not paint as Sally or Sam do because she sees things differently and is at a different stage of development than they are. All three of the kindergartners, however, feel free to paint, to scribble, to express themselves joyfully with art materials. Of what group of adults is this true?

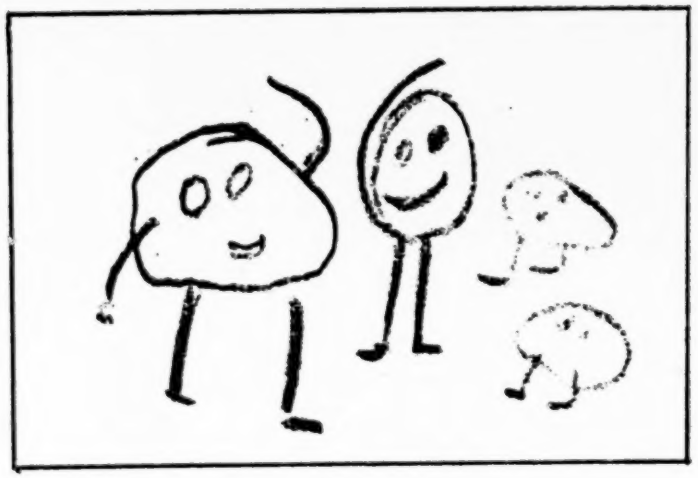
At a meeting held early in the kindergarten school year, parents can be helped to understand the sequence of children's growth through painting. Examples of Sam's, Sue's, and Sally's paintings may be used to illustrate the kinds of growth which parents may anticipate. Teachers may help parents to see that the results of a child's efforts are not comparable to photographs to be appraised. Parents may learn that questions such as "What is that? A cow?" may be frustrating to a child. The kindergartner usually prefers to tell his own story about his picture instead of answering questions about it.

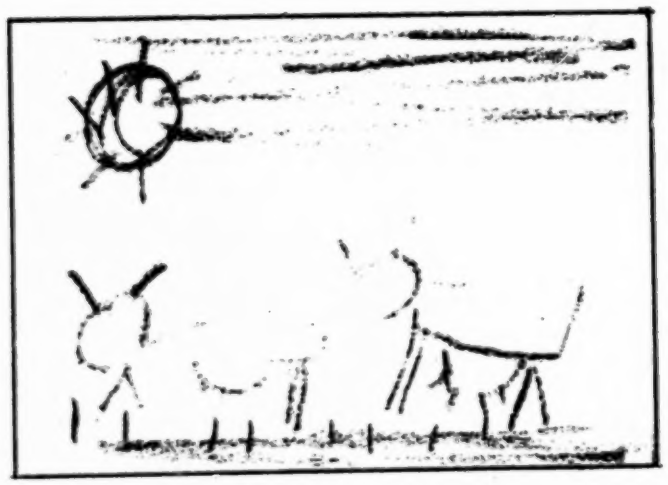
Children's paintings are valuable. Teachers file the paintings for safekeeping. From time-to-time they send some of the collected pictures home with the children. They usually retain some of each child's paintings to use at parent-conference time to show that the child is growing in ability to express ideas and feelings through paintings.

When Sam enters kindergarten, he may spatter, drip, or dab colors; he may cover his paper with one or several colors and give no thought to organization. . .

. . . Sally, who is at a different stage of development, places emphasis on design or arrangement rather than on content in her picture. She may express more than one idea in a single painting and may achieve balance through the use of shape and color. . .

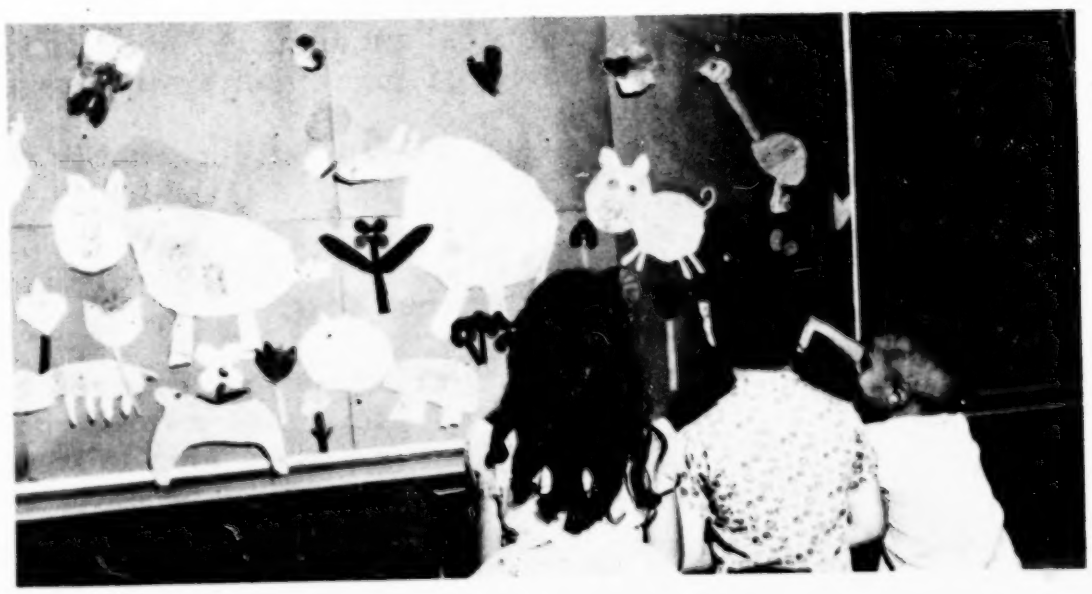
... Sue may use symbols to depict objects as she sees them. She makes large forms which are free from detail...





Some children combine these stages of growth; some stay longer on one level than others do; some skip one or more stages completely.

As kindergartners are guided to look carefully at their environment, their paintings will begin to show an awareness of proportion and form. The children will incorporate pattern and detail, and will use color imaginatively in their paintings. Teachers provide materials, time, and encouragement so that each child may grow in his individual way.



GENERAL GUIDELINES.

Teachers have found that preplanning contributes to happier, more successful experiences for the children and for themselves.

It is a good idea to:

- -set up art centers, in the indoor and outdoor classrooms, where children may experiment with a variety of art materials.
- -place the art centers near sources of water.
- -put an apron at each painting place.
- -use disposable paint containers.
- -set a brush by or in each container of paint.
- -have all equipment easily available.
- -set aside counter space or provide a clothesrack on which paintings may be set to dry.
- -place chalk and crayons in suitable receptacles, such as baskets, buckets, or plastic bowls.
- -introduce practical clean-up procedures.
- -provide sponges of appropriate size for children to use at clean-up time.
- -keep a supply of paper easily available to the children.

Remember that:

- -creativity is fostered by spacing the presentation of materials and techniques throughout the school year.
- -it is a good idea to write the date and the child's name on each paper. The child's comments should be noted, also.
- -samples of children's work can be collected and filed periodically. They serve as records of children's growth.
- -displaying children's art work shows that the teacher considers it important.

USING TEMPERA PAINT

You will need to:

- -supply tempera paint mixed with water, disposable containers, an easel brush for each paint container, liquid soap, two-to-four double easels, 18" x 24" sheets of plain and colored newsprint or manila paper, covered quart jars in which to store sponges, newspapers, and mixed paints.
- -teach the children easel-painting procedures: wiping brushes to avoid drips, replacing brushes in correct paint containers, placing pictures in a designated place to dry, and cleaning the area in which they have painted.

Have you tried:

- -mixing a pound of powdered tempera paint with four tablespoons of prepared starch, stirring constantly; adding water until the mixture reaches a creamy consistency?

Do your children:

- -use tints and shades of a single color; use turquoise and yellow to produce interesting shades of green; use magenta and blues to make purples; put a little black in yellow to create chartreuse?
- -paint on pages from the classified sections of newspapers?
- -scrub a toothbrush filled with tempera paint over screen to produce a flecked background over which to paint?
- -apply paint with sponges or crumpled paper towels?
- -spread the papers on the floor for painting?

After the paintings dry, you might:

-mount and display them, being sure to exhibit every child's work frequently and to change the pictures often.
-make books of them.
-suggest that the children use some of them as wrapping paper.
-have the children cut sections from them to use in collages or in a large group picture on the bulletin board. Trees, figures, and designs work well together.

FINGER-PAINTING

You will need to:

- -assemble finger-paint mix, liquid starch, containers of water, slick-surfaced paper or finger-paint boards, mixed and dry tempera paint, aprons, two or three buckets, sponges, and paper towels.
- -show the children how to use the materials.

The children can:

- -use a clothes sprinkler or a water-filled sponge for wetting the paper.
- -spread the liquid starch over the surface of the wet paper.
- -shake dry tempera paint onto the applied starch; or spoon liquid paint from a container or squeeze it from a plastic dispenser onto the starch.
- -finger-paint on a smooth waterproof surface; take a print of the painting by laying newsprint, white watercolor paper, or tissue paper on the wet painting and pulling the paper off; or just paint on a finger-paint board for the fun of it and then erase painting from the board with a wet sponge.
- -add unusual texture to a painting by laying string or leaves under the paper before finger-painting.
- -paint directly on boxes or cartons to make waste baskets, knitting boxes, letter files, or other containers.
- -place the finished paintings on newspapers or clothes racks to dry.
- -press the dry pictures with an iron, or place the pictures under a weight and let them stand overnight.
- -cut valentine, Easter-egg, or Christmas-tree shapes from the paintings.
- -use paintings for table mats.

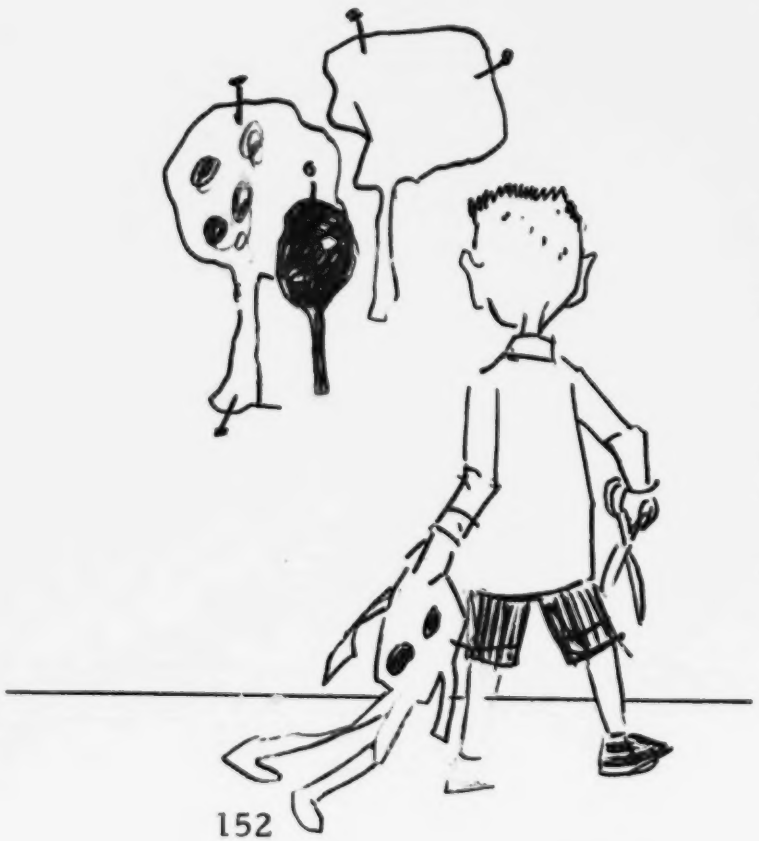
DRAWING WITH CHALK

You will need to:

-assemble pieces of extra-thick colored chalk, large sponges, water containers, and 12" x 18" or 18" x 24" sheets of manila, mill screening, or oatmeal paper.
-show the children how to handle the materials.

Do your children:

-dampen the paper with a wet sponge, then draw with chalk on the wet surface, varying their strokes and the amount of pressure used?
-spray their pictures with a commercial or teacher-prepared fixative?
-draw on dry paper with chalk which has been soaked for 25 minutes in a solution of equal parts of water and sugar and then been drained on paper towels? No fixative is needed for such pictures.
-draw with chalk on a paper covered with a wash of white tempera paint?
-use chalk over a watercolor wash applied to manila paper?
-wet paper with liquid starch before drawing on it with chalk? The starch serves to fix the chalk drawing.
-use paper dampened with buttermilk or canned milk, or with powdered milk mixed with water?
-use chalk to outline and to shade figures in watercolor or tempera paintings?
-use pieces of paper towel to blend the colors?
-cut out parts of pictures and assemble them as a large picture or mural?
-cut out and arrange on a bulletin board designs which show variety in line, rhythmic movement, and/or attractive combinations of color?



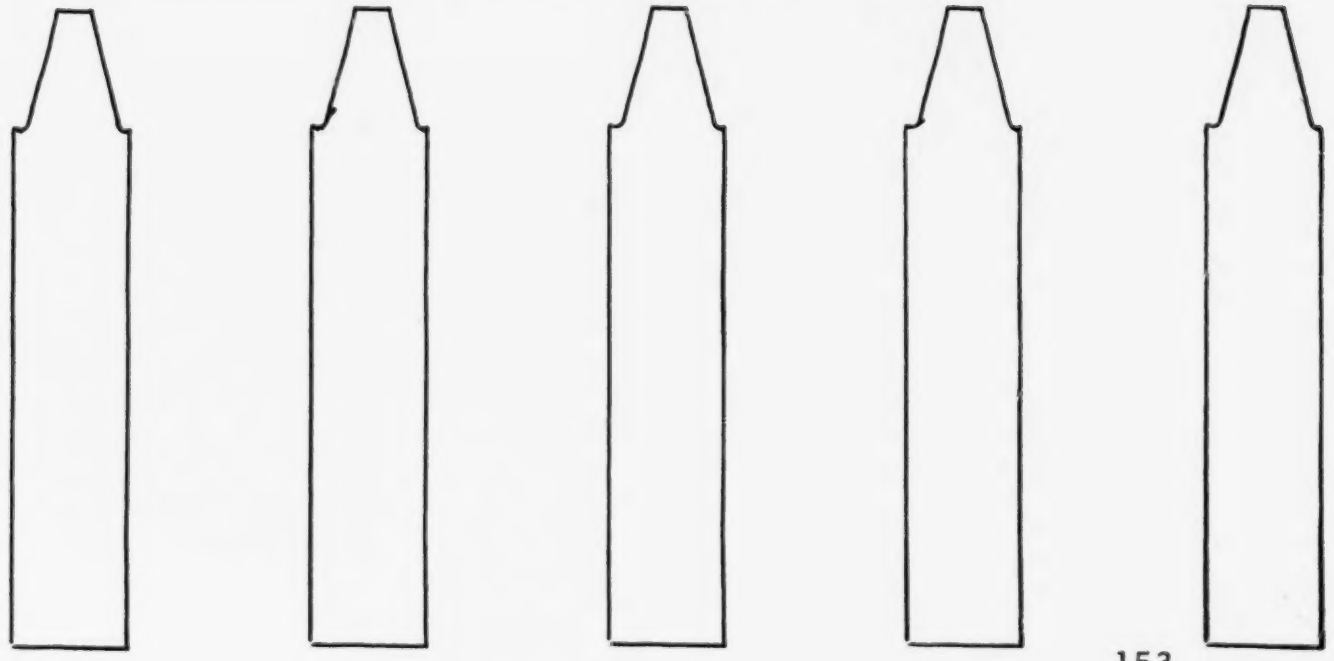
USING WAX CRAYONS

You will need to:

- -assemble thick, unwrapped wax crayons of assorted colors, a few gold and silver crayons, and 12" x 18" sheets of several varieties of sturdy paper.
- -show the children how to use the materials.

Do your children:

- -use slightly warmed crayons; notice the ease of application?
- -place wood, leaves, chicken wire, sandpaper, or shapes cut from paper under the art paper and rub crayons across the paper?
- -use gold and silver crayons for special occasions?
- -use the broad side of the crayon?
- -paint with finger paint, watercolor, or tempera paint over crayon drawings?



MODELING IN CLAY

You will need to:

- -supply moist clay balls, about 3" in diameter, glazes, air-tight receptacles for storage of clay, clay-boards, paper towels, pieces of cloth, and sheets of pliable plastic material or other materials with which children may cover the pieces they are modeling.
- -show the children how to use the materials.
- -read Clay in the Classroom (San Bernardino County Schools Office guide).
- -schedule time for using the school kiln.

Do your children:

- -have many opportunities to manipulate and to model in clay?
- -have readily available supplies of clay which are moist enough to work freely?
- -push holes in the bottom of large, solid pieces to facilitate even drying?
- -make sure that the pieces are thoroughly dry before glazing them and having them fired?
- -use some clay pieces for special gifts?
- -see their finished pieces displayed in the classroom?

CUTTING, TEARING, AND PASTING PAPER; MAKING COLLAGES

You will need to:

- -assemble construction paper, colored-paper scraps, scissors, paste, and a collection of such materials as: fabric scraps, ribbon, yarn, string, sequins, rick-rack, buttons, glitter, metallic paper, wooden spoons, pieces of flexible colored wire.
- -supply boxes, baskets, or other containers in which to keep equipment and supplies.
- -show the children some ways of using and fastening the materials.

Do your children:

- -contribute to a collage box of scrap material?
- -use old greeting cards, gift wrappings, magazine illustrations in their creations?
- -use liquid starch instead of paste as an adhesive?
- -contribute to group collages?
- -make designs and mobiles?
- -do simple paper sculpture?
- -bend and pad the paper to create third dimension in their sculpture?

PRINTING

You will need to:

- -supply containers of prepared tempera paint, brushes, brayers, a variety of objects and gadgets with which to print; and a newspaper-covered work area.
- -have many types of background papers available.
- -show the children some ways of using the materials.
- -read Stamp and Stencil (San Bernardino County Schools Office guide).

Do your children:

- -use a variety of background papers?
- -apply paint with a brush to the object to be used for printing?
- -print several times in a row or irregularly so as to develop a pattern?
- -place a blotter on wet paper towels in a flat container, pour paint on the blotter, then use the blotter as a stamp pad?
- -print with leaves, wood, cabbage, potatoes, celery, or onions?
- -print with sponges, matchbooks, spools, beaters, erasers, bottle caps, corrugated cardboard, string, or potato mashers?
- -use shapes cut from felt, inner tubing, or cork glued to a block of wood?
- -use a brayer to apply the paint?
- -dip string in paint, place it inside folded paper, pull the string out while the paper is held down?
- -vary the color, size, shape, and texture of the prints?
- -wrap gifts in the papers?

I. Equipment and Supplies for Specific Experiences	Amount for 25 Children
A. For Painting Indoors	
1. Movable double easels, placed near water supply	2-4 Sink or 6 water buckets
a. Adjustable for height b. Slick-surfaced, washable easel boards	
2. Clips for fastening paper to easel	10-12
3. Paper, 18" x 24"	5 reams
a. Plain and colored newsprint b. Grey or cream manila	
4. Brushes	
a. 3/4", 1" easel brushes	3-6 dozen
b. 1", 1 1/2" varnish brushes	6-8 dozen
5. Tempera paint	150-1# cans of dry paint, or equivalent of liquid
a. Dry b. Prepared	
6. Carrying cases in which children can place containers of paint	
7. Paint containers	2 dozen
a. About 1/2 pint capacity b. Plastic, metal, or paper-carton	
8 Aprons	10-12

I. Equipment and Supplies for Specific Experiences	Amount for 25 Children
9. Compact clothes rack on which to place paintings to dry	
10. Sponges	6-8
11. Buckets	2
12. Semi-permanent frames for displaying children's paintings	15
B. For Painting Out of Doors	
1. Easel frame a. Built to fit old table b. With space for 6-8 children c. Surfaced to withstand outdoor weather	
2. Portable easels, for 18" x 24" paper	2-3 children
3. Other materials such as those indicated above for indoor classroom	
C. For Finger-Painting	
1. Plastic-topped table or finger-paint boards	
2. Commercial finger-paint mix or prepared starch base	6 gallons

I. Equipment and Supplies for Specific Experiences	Amount for 25 Children
3. Paper	
a. Commercial finger-paint paper	4 packages
b. White butcher paper	
c. Other slick-surfaced papers	
4. Large saltshakers	
5. Plastic squeeze bottles, such as catsup or mustard dispensers	6
6. Sponges	2
7. Buckets	4
8. Paper towels	
9. Newspapers	
D. For Drawing with Chalk	
1. 1" thick chalk, assorted colors	6 dozen sticks
2. Paper, 18" x 24" and 12" x 18"	
a. Manila	1 ream
b. Mill screening	1 ream
c. Oatmeal	1 ream
3. Liquid starch or commercial finger-paint mix	2 gallons
4. Commercial fixative	3 cans

I. Equipment and Supplies for Specific Experiences	Amount for 25 Children
E. For Modeling	
1. Prepared clay, natural or Mojave red	100 pounds
2. Airtight containers	
a. Earthenware crock	1
b. Large plastic bag	1
c. Small plastic bags	50
3. Working surfaces	
a. Heavy canvas squares, 14" x 14"	10-16
b. Masonite squares covered with cheese cloth	10-16
c. Asphalt tiles, 9" x 9"	10-16
4. Small containers for water	6
5. Sponges	6
6. Bucket	1
7. Glazing materials	
a. Glazes of assorted colors	10-12 jars
b. Underglazes of assorted colors	10-12 jars
c. Clear glaze to use with underglazes or on uncolored clays	
d. Gold glaze for special occasions	
e. #2 ceramic brushes, for applying detail	1 dozen
f. #12 watercolor brushes, for painting surfaces or large design	1 dozen

I. Equipment and Supplies for Specific Experiences	Amount for 25 Children
6. Portable kiln	
a. Kiln wash	
b. Kiln posts of assorted sizes	
c. Kiln stilts and shelves	
F. For Sponge Painting	
1. Thick tempera paint	
2. Frozen-dinner (TV) trays	
3. Sponges	1 sponge, 4" x 4" x 2", quartered crosswise
4. Paper, 18" x 24" or 12" x 18"	4 reams
a. Newsprint	
b. Manila	
5. Newspaper for covering tables	
G. For Paper-Cutting, Paper-Tearing, and Paper-Pasting	
1. Scraps of colored construction paper	
2. Scissors	2 dozen pair
3. Prepared starch or thin paste	2 gallons
4. Paste or starch containers	1 dozen
5. Brushes	1 dozen

6. Materials for collages

a. Ribbon	e. Beads	i. Buttons
b. Yarn	f. Shells	j. Glitter
c. String	g. Bits of printed cloth	k. Raffia
d. Sequins	h. Metallic paper	l. Spools

II. Miscellaneous Items to Use in Printing Designs

Blocks, string-wrapped
Lemons, oranges
Pieces of wood of unusual texture or shape
Potatoes, cabbage, onions, carrots
Corks, spools, string

III. Additional Equipment and Supplies

Asbestos or papier mache mix	
Brayer	
Cellulose tape	2 rolls
Cleansing tissue	
Colored tissue paper	5 quires
India ink	
Jute, assorted colors	
Masking tape and holder	2-4 rolls
Newspapers	
Small plastic water buckets	2-4
Paper fasteners	
Paper punch	
Pins, straight and safety	
Plastic bowls, some covered	
Roving, assorted colors	
Rubber cement	
Shears, 10"	1 pair
String	
Crayons, unwrapped (16-color boxes)	35 boxes

SELECTED REFERENCES

California School Supervisors Association. Art: A Concept of Art Education, Book 1. Burlingame, California: California School Supervisors Association, 1954.

Presents the basic objectives of the public-school art program.

_____. Art: Organizing Work Areas, Book 2. Burlingame, California: California School Supervisors Association, 1955.

Explains methods of organizing materials for art lessons. Describes effective storage procedures.

_____. Drawing, Painting and Murals, Book 3. Burlingame, California: California School Supervisors Association, 1956.

Contains many ideas for the use of the various drawing and painting mediums.

_____. Art: Creative Experiences With Paper, Book 4. California School Supervisors Association, 1960.

Explains many different methods of folding, cutting, and fastening paper. Includes illustrations of paper-sculpture projects.

Cole, Natalie. The Arts in the Classroom. New York: John Day Company, 1940.

Discusses in detail methods of motivation. Contains photographs of nine-and ten-year-olds using materials.

D'Amico, Victor, and others. Art for the Family. New York: Doubleday, 1958.

Presents examples of good creative art experiences. Suggests methods of motivation and evaluation.

Hoover, Louis F. Art Activities for the Very Young. Worcester, Massachusetts: Davis Publications, 1961.

A variety of art projects for the child from three to six are explained and illustrated.

Lowenfeld, Victor. Creative and Mental Growth. 2nd Edition. New York: Macmillan, 1952.

Describes methods of approach in art education based on psychological relationships between creation and creator on different age levels. Art stages, with description of different characteristics, are given.

San Bernardino County Schools Office. Clay in the Classroom. San Bernardino: San Bernardino County Schools Office, 1959.

Contains information on clay building, glazing, and firing. Sample projects are illustrated.

_____. Stamp and Stencil. San Bernardino: San Bernardino County Schools Office, 1960.

Presents all methods of printing and stenciling. Lists materials and procedures.

Weiss, Harvey. Sticks, Spools and Feathers. New York: Young Scott Books, 1961.

Suggests many ways that "found" and common materials can be used in construction.

Wickiser, Ralph L. An Introduction to Art Education. Yonkers: World Book, 1957.

Covers entire art education program.

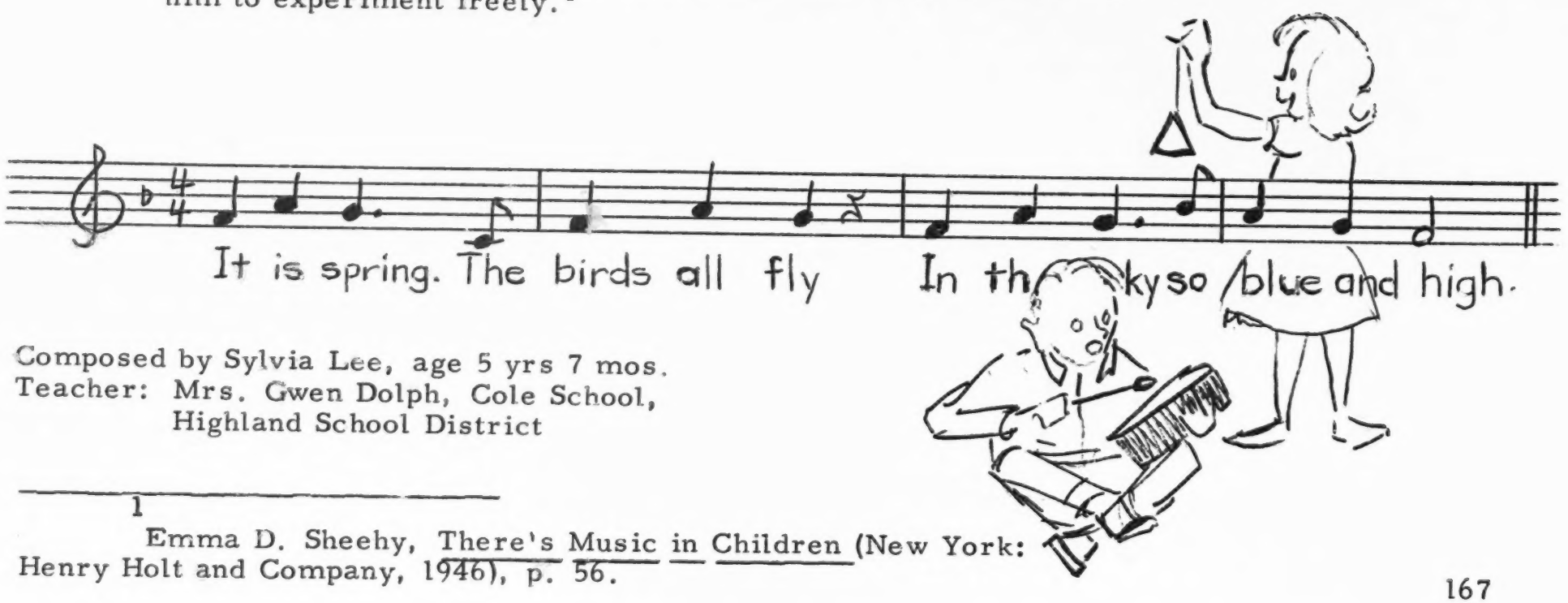
Singing ---------- 169
Rhythms ---------- 172
Listening to Music ---------- 180
Use of Instruments ---------- 182
Assistance for Parents ---------- 185
Selected References ---------- 186

MUSIC AND RHYTHMS

Children express their feelings, their ideas, their understandings in many ways--through speech, music, and art, and through body movement. Interpretation lends depth to the experience, and expression of feelings strengthens the individual's inner self.

The emotional atmosphere of the classroom influences the amount and quality of musical expression. A friendly, permissive atmosphere frees the child to express the music that is in him. An understanding of children is a more valuable asset to a teacher in fostering children's love of music than is skill in music techniques. It has been said that:

> It is important that these beginnings of music-making should focus on the constant encouragement of this way of expressing himself and not on the product itself ... What is important is not the preservation of any special song that a child creates, but the preservation of a way of life that will keep on inspiring him to experiment freely.[1]



Composed by Sylvia Lee, age 5 yrs 7 mos.
Teacher: Mrs. Gwen Dolph, Cole School,
Highland School District

---

[1] Emma D. Sheehy, There's Music in Children (New York: Henry Holt and Company, 1946), p. 56.

Although music is an all-day experience, there should be a regular music period in which the child has varied enjoyable musical experiences. In a well-balanced program the child will grow musically as he is freed to:

-sing and create songs.
-move rhythmically.
-appreciate good music.
-play simple musical instruments.

SINGING

For the young child, singing should be spontaneous and free. It should be a part of all phases of the daily program and should go with the child beyond the classroom. This will happen when:

-the teacher is enthusiastic and enjoys singing.
-the teacher knows the song material well.
-the teacher uses song material which is appealing, worthwhile, and appropriate.
-the children learn a wide variety of songs--

Action songs	Nursery-rhyme songs
Child-composed songs	Patriotic songs
Folk songs	Seasonal songs
Lullabies	Songs of faith
Nonsense songs	Work songs

Since children learn to sing by singing, teachers:

-sing the song as a whole.
-invite the children to join in the song as soon as possible.
-have the children sing easy, repeated phrases of a song.
-sing songs which inspire individual response.
-recognize that it may take the children several days to learn a song.
-introduce a number of songs concurrently.
-help children become familiar with several new songs each week.

The Child's Own Songs

Since singing is such a natural part of child-living, each day will be full of original song fragments.

The teacher:

- -recognizes and encourages children's expression of creative thought.
- -records some of the song fragments.
- -is an appreciative and attentive audience.
- -encourages the child's enthusiasm.
- -catches snatches of melody to use as a basis for group songs.

Children enjoy creating new words to old familiar tunes. The teacher provides opportunities for the children to share their creative ideas.

Children's Voices

Many children who enter kindergarten have not learned to sing musically and accurately, by adult standards. This condition does not necessarily indicate that the children are unmusical; it may indicate only that the children lack experience or lack self-confidence.

Few kindergarten children are self-conscious about their voices or aware that they are not singing the tunes correctly. The wise teacher does not single out the child whose singing is inaccurate, lest she make him self-conscious. Instead, she encourages him to sing freely with other class members.

Accompaniments

A variety of accompaniments to children's singing is desirable. The teacher tries:

- -an autoharp for folk songs
- -wood blocks and tone blocks for clock songs
- -black keys of the piano for Oriental songs.

Sometimes teachers play the piano as the children sing. They realize, however, that an overuse of piano accompaniment will discourage independent singing. Many songs will be sung unaccompanied.

Recordings

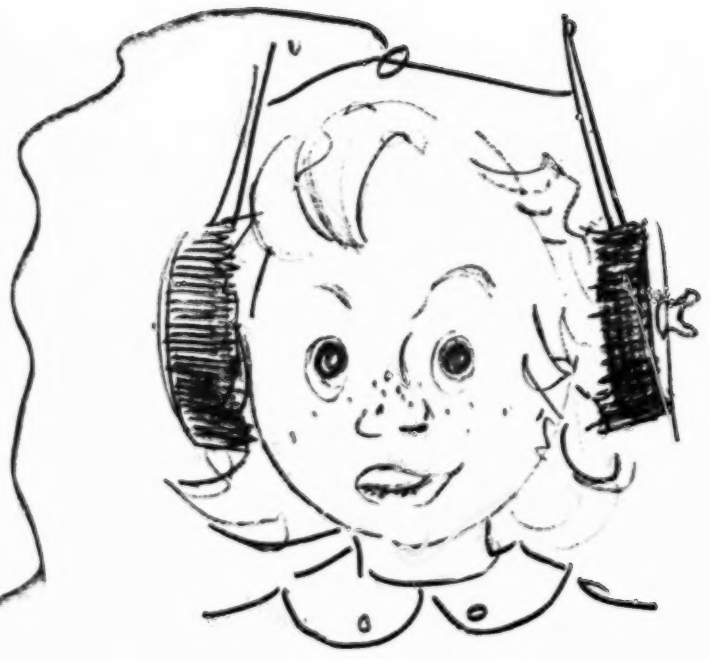
Lists of many recordings may be found in the Catalogue of Recordings, San Bernardino County Schools. The following lists indicate recordings representative of several areas:

Song Collections

Birchard Music Series
Music for Early Childhood
Songs of Holidays and Seasons
Sing a Song of Home, Neighborhood and Community
Songs to Grow On
Tiny Masterpieces for Very Young Listeners

Stories and Songs

Nursery Rhyme (Birdie in the Tree)
Chirpy Cricket
Creepy, the Crawly Caterpillar
Elmer Elephant



RHYTHMS

To the sensitive ear, the whole world throbs with rhythm. How important it is to find time in the busy day for children to express moods and feelings through rhythm!

Along with other forms of expression--language, painting, modeling, sculpture, handicraft, music--rhythmic movement is basic art which gives great joy. It serves many needs. It contributes to and enriches other experiences. It requires skills and information.

Kindergartners' Expression

What should rhythmic expression be like for four-and five-year olds?

It should begin whenever movement takes place--walking on the playground, skipping on a sidewalk, bouncing on a board, singing a jingly tune, tapping a pipe, whirling around and around.

Rhythm is so natural to children that just the sharing of the fun of movement is satisfying. If a tune is hummed or a song is sung or a simple percussion or tonal instrument is played, the rhythmic experience is enriched. Rhythmic expression does not have to be accompanied by music.

It should be individual or small-group in the beginning; should be engaged in by a large group only after many informal experiences have been enjoyed.

It should capitalize on children's ideas and urge to movement, with accompaniment enriching the expression of ideas. Response to music should be the minimum part of the experience.

It should provide opportunities for exploration and experimentation.

Creative rhythmic activity helps children to:

-enjoy moving in space.
-become better coordinated.
-appreciate the moving things in the world about them.
-share ideas with each other.
-release and control their emotions.

And so the teacher provides:

-opportunities for participation in experiences which lend themselves to rhythmic expression
-a classroom atmosphere which frees children to express feelings and ideas rhythmically
-space in which to move about
-suitable accompaniments.

Importance of Process

The value of rhythmic expression for children lies in the process of creation rather than in the finished product. It is recognized that:

> The discriminating teacher helps children to experience, to observe closely, to be sensitive to music, to interpret ideas through physical movements, each in his own way. She helps them to see the rhythmical possibilities most worth developing and continuing, of preserving, and of weaving into patterns. She nurtures, guides, but never dictates the creating. As children interpret, she analyzes their experiences in terms of accurate concepts, accurate interpretations; she notices growth in motor coordination, in social adjustment, in emotional control, and in aesthetic enjoyment. Thus, physical-rhythmic interpretation becomes another way of intensifying and synthesizing experience. It is another way of re-evaluating, reviewing, and of generalizing; another way of understanding and interpreting life.[2]

---

[2] Los Angeles County Board of Education, Their First Years in School (Los Angeles: H. A. Miller Company, printer), p. 186.

One writer, pointing to the relatedness of the arts, says that rhythmic movement very often exists simultaneously with other forms of creative expression. Perhaps efforts to separate rhythmic movement from other mediums of expression do not take cognizance of the needs of young children. The writer says:

> There is difficulty discussing the musical, literary and dramatic experiences of the growing child under separate categories. All are expressions of the child's whole self, each is a different facet of one basic reaction. True creativity in any one of these fields in a sense requires perfect integration of all three. Therefore, the guidance of the child in his rhythmic and dramatic expressional activities is a total organic response; education easily disintegrates and destroys artistic quality in the mistaken effort to develop skills in isolation. Good teaching technique here is distinctly a responsive technique, a recognition of what may be introduced to enhance a total experience rather than improve a specific ability.[3]

Opportunities for Exploration

The importance of a great deal of opportunity for exploration of movement and ideas, almost totally child-initiated in the early stages of rhythmic movement, is stressed by many educators. It is sound practice to include many, many rhythms and much playing of simple musical instruments in the music of young children. Beatrice Perham says:

> ... these two forms of expression tend to give children an immediate musical satisfaction, and both require a different physical response from the whole child, the moving, thinking, feeling child, than any other phase of music.[4]

---

[3] Ilse Forest, Early Years at School (New York: McGraw-Hill Book Company, Inc., 1949), p. 261.

[4] Beatrice Perham, Music in the New School (Chicago: Neil A. Kjos Music Co., 1937), p. 22.

Other experts in the education of young children state:

> Not only is it unwise to try to push young children into stereotyped dance forms, but it is important to recognize that body movement or creative dance serves as an outlet for emotional experience.
>
> . . . . . .
>
> Thus the teacher should accord the child's own incipient dance forms the same respect she gives his paintings and drawings in the symbolic stage.[5]
>
> . . . . . .
>
> Children who at four and five have been encouraged to move freely, to let their bodies express their feelings, gradually develop interest in each other's forms, in experimentation with the pattern someone else is setting. The teacher may say, 'Look at Don's way of doing it. Who else would like to try that?' She does not say, 'This is the way to do it.' Rather she accepts the integrity of each child's expression. Children who have had such understanding . . . do not become mere imitators at age seven and eight but retain the sense of creativity which is fundamental in the earlier years.[6]

The teacher provides a rich physical environment. The child selects from the environment that which is right and good for him at his stage of development. The teacher recognizes the stages of readiness existing within different members of the group. She supplies opportunities for each child to express his creative ideas in his own way.

Contributions to Rounded Growth

Rhythms contribute to the all-around physical development of children. They help children to develop certain skills, and they encourage the development of body control. Success is not measured by the child's ability to skip, to hop, to balance, to keep time. The child should never be made to feel that technique has to be developed before creative power.

---

[5] Roma Gans, Celia Burns Stendler, and Millie Almy, Teaching Young Children (New York: World Book Company, 1952), p. 307.

[6] Ibid., p. 308.

The child deals with both feelings and concepts which must be "said" by him in his very own way. The teacher must be more concerned with what is happening to the child in the doing than with the perfection of the finished performance. Creative rhythmic expression is one of the finest avenues for this self-expression and should form the major portion of the rhythmic activities of young children at school. One authoritative source says:

> No form of school activity, with the possible exception of dramatic play, provides so well for the reconstruction of human experience as does creative rhythm. It is a natural expression which contributes to physical growth. Because it offers release from tension it has therapeutic value. It stimulates interest in and appreciation for music and demands understanding and knowledge of relationships. But its greatest value lies in its potentialities for promoting a feeling of belonging in each child. When body, mind, and spirit are united in expressing the self, the child becomes truly one with his world.[7]

Another expert states that:

> Rhythmic bodily movement, with or without music, becomes a medium of art expression. As in any other art, the child may make use of the medium in any of various ways according to the level of development.[8]

The child may use rhythmic bodily movement for the pure joy of activity, for creating, for expressing an idea, for interpreting an idea. Accompaniment of whatever nature, may be assistive, but it is not an essential.

---

[7] California State Department of Education, Bureau of Elementary Education, Education in Early Childhood (Sacramento: California State Department of Education, 1956), p. 267.

[8] Helen Heffernan (ed.), Guiding the Young Child (Boston: D. C. Heath and Company, 1957), p. 197.

Exploration with Movement, Tone, and Sound

Children should have opportunities to find out about varieties of sound, both tonal and percussive, and about movement. Chances to find out, to discover for oneself in accordance with one's own timing, are basic to learning. There will be normal tryout of body skills if space and opportunity permit--turning over, whirling around, hopping, galloping, running, skipping, crawling, dancing, twisting, stomping, jumping, stretching. Occasionally a child may play an instrumental accompaniment to his own movement. Throughout the year teachers must be sensitive to clues which show the various stages of readiness for rhythms--making rhythms a total group experience only when the activity would be beneficial to all of the children. At such time--probably quite late in the school year--most children are able to follow patterns set by the music of singing games. The teacher recognizes that among kindergartners there is great difference in readiness for large-group experiences.

Records for Rhythmic Activity

Many recordings have been produced for use in accompanying specific fundamental rhythms and rhythmic interpretations. Varied approaches and materials are essential to a balanced rhythm program which meets the needs of individual teachers and children. For use in accompanying movement worked out by the children, there are:

Rhythm Recordings

Rhythm is Fun
Rhythm Program
Rhythm-Time
Rhythm-Time, Series
Rhythmic Activities
Rhythms Productions-Play time,
Ruth White
Rhythms Hour, Ruth White
Childhood Rhythms, Ruth Evans
Elementary Rhythms, Phoebe James

Singing Games, Album I, II
Singing Games
Singing Games and Folk Dances

Story Recordings

Come See the Peppermint Tree
Creepy, the Crawly Caterpillar
My Playful Scarf
My Playmate the Wind
Nothing to Do

Other Musical Selections

Ballet of the Sylphs, Berlioz
Barcarolle, Offenbach
Carnival of the Animals, Saint-Saens
Children's Corner Suite, Debussy
Children's Games, Bizet

Dance of the Mosquito, Laidov
Flight of the Bumble Bee, Rimsky-Korsakov
March of the Toys, Herbert
Mother Goose Suite, Ravel
Nutcracker Suite for Dancing, Tchaikovsky
Peer Gynt Suite #1, #2, Grieg
Skater's Waltz, Waldteufel

LISTENING TO MUSIC

The life of the kindergarten child is full of sounds of all kinds, from the loud roar of a jet to the crisp chirp of a cricket. Sounds capture the four- or five-year-old's interest and stimulate his imaginative mind. The kindergartner listens to music at home and at school. He needs to hear music of varied styles, music from different periods, and music by many composers in order to gain a rich background and to develop a comfortable feeling with good music.

Total-Group Listening

Quiet listening is a favorite music activity in the kindergarten. It provides opportunity for the children to become acquainted with some of the world's most beautiful music. There is satisfaction for the teacher and the children in short periods of time with beautiful music.

Listening to someone play the piano can be a very satisfying experience. Phonograph records are valuable resources for other music listening activities.

Some kindergartners enjoy listening to concerts in the classroom, the school auditorium, or the concert hall. Children's performances are of particular interest.

Radio and television programs also provide opportunities for children to hear music. It is important in planning any type of music-listening experience for small children that the children's interests and needs be considered in the type of music, in the length of the individual compositions, and in the length of the entire program.

Individual and Small-Group Listening

Listening to music in kindergarten should be an any-time-of-day activity. To make individual and small-group listening possible, a listening center is provided. The listening center includes:

- -a phonograph or tape recorder to which headphones can be attached, or a listening post
- -an assortment of appropriate recordings and tapes.

Several children may listen at one time. Records and tapes are selected carefully and are changed frequently. Children are taught to handle the equipment properly.

If the teacher cannot obtain a phonograph with detachable earphones, she will find that an easy-to-operate record player placed on a low table works well.

The listening center is important because it provides:

- -opportunity for emotional release, for escape from group pressures
- -opportunity for listening to music, stories, and poems which have been presented in group situations previously
- -a place where individuals who differ in maturity and interests may enjoy music.

Kindergarten teachers have recommended the following records:

Descriptive Selections

Carnival of the Animals,
Saint-Saens
The Children's Corner, Debussy
Evening Prayer, from Hansel and Gretel, Humperdink
A Summer Day

Stories

Little White Donkey, Ibert
Mother Goose Suite, Ravel
Nutcracker Suite, Grieg
Of a Tailor and a Bear, MacDowell

Teachers remember that:

-no music is "too good" for the kindergarten child.
-when material is too long to play in its entirety, a portion may be used.
-not all recordings which the children bring from home are suitable to play for the class.

USE OF INSTRUMENTS

How does a drum sound? Like a woodpecker? Yes, when the side is tapped rapidly with a small stick. What instrument might represent the twinkling of stars? Which instrument sounds like the cement mixer down the street?

Children make noises with their hands, their feet, their tongues. As they experiment with many kinds of sound-makers--wood, metal, gourd--they increase in ability to recognize variation in tone quality, in pitch, in duration of sound, and in rhythm patterns.

Children discover that musical tones can be produced by blowing, by striking, by scraping, by shaking. From such experimentation, creative expression grows. Teachers recognize and encourage such expression.

Rhythm instruments are excellent mediums for encouraging creative rhythmic expression. Teachers should guide children to express their feelings and ideas with the instruments rather than have the children follow rhythmic patterns pre-conceived by adults.

Children enjoy experimenting with rhythm instruments. In using them, they:

-learn to keep time with a repeated beat.
-become familiar with differences in tone and with quality of tone.
-enjoy playing in a group.
-experiment with rhythm and with the sound of their own creation.

So, children use instruments in the kindergarten to:

-manipulate and experiment.
-accompany songs and rhythms.
-enrich dramatic play and dramatization.
-create sound effects for stories and poems.
-create original compositions.

Selection of Instruments

Teachers remember that:

- -when instruments are being selected, major consideration should be given to both quality of tone and durability of materials used.
- -instruments should be purchased individually rather than as a "rhythm band" collection.

Necessary Instruments

Bells of different tones and of different kinds
Coconut shells
Drums, with hard and soft beaters
Phonograph
Listening post
Maracas or gourd rattles
Piano
Rhythm sticks
Sand blocks
Tambourines
Tone blocks or resonator bells
Wood blocks

Suggested Instruments

Autoharp
Cowbell without clapper
Cymbals--large ones and finger cymbals
Guiro
Jungle clogs
Railroad spikes or triangles

Many of the instruments listed above may be made by the teacher. Instructions for making them are included in the bulletin, Constructing Instruments for Classroom Use, available from the San Bernardino County Schools Office.

Introduction of Orchestral Instruments

Kindergartners enjoy examining orchestral instruments and hearing them played. Children's parents or older brothers or sisters who have orchestral instruments may be invited to play for the class. The youngsters will be interested in the varied sizes and shapes of the instruments and in the different ways in which the sounds and pitches are produced.

ASSISTANCE FOR PARENTS

Many parents encourage their children's interest in music. Sometimes they ask for counsel. Teachers:

- -answer questions concerning the program of music education in the kindergarten.
- -point out any evidences of special interest or abilities in music which they have observed in the child.
- -invite parents to share their musical talents with the children.
- -may provide parents with lists of appropriate recordings, music books, or instruments, which may guide their selection of gifts.

Teachers encourage parents to:

- -participate with children in music making.
- -provide instruments, recordings, and song books of good musical quality.
- -be appreciative of children's singing, of their experimentation with rhythmic sound, of their expression of feelings and ideas through movement.

SELECTED REFERENCES

Andrews, Gladys. Creative Rhythmic Movement for Children. New York: Prentice-Hall, Inc., 1954.

Shows the importance of movement in the total growth of children; presents ideas for developing children's creative rhythmic expression.

Association for Childhood Education International. Music for Children's Living. Washington 5, D. C.: Association for Childhood Education, 1955.

Contains articles by six music educators concerning topics such as "The Place of Music in Our Lives," "Music in Early Childhood," and "'I Can't Teach Music'."

Cole, Natalie R. Arts in the Classroom. New York: The John Day Company, Inc., 1940.

Presents an interesting account of classroom experiences in painting, clay, and rhythmic expression.

Hughes, Langston. The First Book of Rhythms. New York: Franklin Watts, Inc., 1954.

Presents a creative approach to rhythmic expression. Accompanying recording, "Rhythms of the World," is available from Folkways.

James, Phoebe. Creative Rhythms and Accompaniments for Primary Grades. Mentone, California: Phoebe James, 1957.

Centers on "creative" rhythms experiences; contains valuable suggestions concerning accompaniment and instruments.

Krone, Beatrice Perham, and Kurt R. Miller. Help Yourselves to Music. San Francisco: Howard Chandler, 1959.

Brings children to music through participation in all areas of music activity.

Landeck, Beatrice. Children and Music. New York: William Sloan Associates, Inc., 1952.

Contains guidelines for parents and teachers; encourages the provision of music opportunities for all children; stresses the importance of using folk music.

McMillan, L. Eileen. Guiding Children's Growth Through Music. Boston: Ginn and Company, 1959.

Contains a comprehensive presentation of fine music-teaching practices; notes excellent bibliographical sources.

Mathews, Paul W. You Can Teach Music. New York: E. P. Dutton and Company, Inc., 1953.

Offers "down-to-earth" advice on presenting music to children; is valuable even to the teacher who has little background in music.

Music Educators National Conference. Music for Fours and Fives. Washington, D. C.: National Education Association, 1955.

Describes musical experiences of four- and five-year-olds in classrooms across the nation.

Nye, Robert E., and Bjornar Bergethon. Basic Music for Classroom Teachers. New York: Prentice-Hall, Inc., 1954.

Is a concise source of information on how to bring a creative approach to singing and playing music in the classroom.

Perham, Beatrice. Music in the New School. Chicago: Kjos, 1947.

Offers many possibilities for musical growth through a creative approach.

Sheehy, Emma D. There's Music and Dance in Children. New York: Henry Holt, Inc., 1952.

Suggests ways in which teachers and parents may provide creative music experiences for young children.

Snyder, Alice M. Creating Music With Children. New York: Mills, 1957.

Helps teachers and parents understand the wholesome growth of boys and girls through music. Contains many references to records and books.

Growth Through Physical Education----------191
Apparatus Play----------194
Using the Apparatus ----------196
Fundamental Rhythms----------200
Participation in Games----------200
Water Play----------201
Recommended Allocation of Outdoor Play Space ---------202
Diagram of Outdoor Play Area ----------203
Selected References ----------204

PHYSICAL EDUCATION

Young children like to play. They have boundless energy. They need ample opportunity to run, to climb, to roll, to push, and to pull. They need to walk, to leap, to chase, to throw, to gallop, to catch, and to kick. They need to do all kinds of things that stimulate the various physiological systems of the body. San Bernardino County's kindergarten children are indeed fortunate that they can carry on so many of these physical activities in the freedom of the out-of-doors, in the sunshine and fresh air.

Physical activities are such an integral part of the total kindergarten curriculum that it is difficult to designate a special period as physical education time. It is necessary, however, that physical education have a place in the kindergarten day.

GROWTH THROUGH PHYSICAL EDUCATION.

The teacher recognizes the values of the physical activities through which her children gain skill in using their bodies. She knows that the large-muscle activities of kindergarten children have value beyond the fun and exercise they afford. They provide the foundation for finer coordination; they facilitate perception of space and form.

According to Heffernan and Todd, "through physical education activities, children develop rhythm, balance, and coordination as well as muscular strength."[1]

---

[1] Helen Heffernan and Vivian Todd, The Kindergarten Teacher (Boston: D. C. Heath and Company, 1960), pp. 110-111.

Another authoritative source states:

> The child naturally learns a great deal about equilibrium, balance, transfer of weight, direction, force, rhythm, timing, and follow-through as he learns to sit up, crawl, stand, fall down, walk, run, climb, throw, and roll, and to play with his toys and other things in his environment. He learns through trial and error, success, encouragement, and understanding. He learns best when the environment is favorable, when the space encourages exploration, when toys and things he uses suit his needs and his size.[2]

Through many physical activities the young child is helped to explore his world, to work with his peers, to develop desirable attitudes, to gain confidence in managing his body, and to grow in skill of manipulating some of the objects in his environment. He enjoys seeing what he can do as he tumbles in the grass. He learns how to control the rubber ball--at least part of the time--as he bounces it, throws it, and catches it. He gains confidence and initiative as he is the leader--but may have a difficult time learning to be a good follower. Through play he may give expression to deep inner feelings for which he has no words. He grows in ability to express his feelings through movement as he participates in creative or fundamental rhythms.

Playing hard makes the young child feel good physically. Of course, he sometimes has to stop and catch his breath so that he can return to play with a little more vigor.

---

[2] Gladys Andrews, Jeannette Saurborn, and Elsa Schneider, Physical Education for Today's Boys and Girls (Boston: Allyn and Bacon, Inc., 1960), p. 4.

The teacher gives guidance to the child at the point of need. She recognizes that the development of gross motor skills is an orderly process through which each individual grows at his own rate.[3] She learns the sequential development of these skills and keeps herself alert to the level upon which each child is operating.[4] She plans a program of physical education which offers each child diverse activities from which he may choose those which suit his developing needs.

By the end of the kindergarten year most of the youngsters probably will be able to crawl, to run, to dodge, and to skip. They may be able to slide, to gallop, and to twirl; to march, to jump, and to hop. And they probably will be able to roll, bounce, toss and catch balls. The child who seems to be unusually slow in his motor development, who has difficulty when he tries to walk on a balance board, or who crawls in a disorganized or one-sided way may profit greatly from the kinds of special help described by Kephart in The Slow Learner in the Classroom.

---

3 Winifred Van Hagen, Genevie Dexter, and J. F. Williams, "The Teaching of Motor Skills," Physical Education in the Elementary School, (Sacramento: California State Department of Education, 1951), pp. 35-41.

4 Newell C. Kephart, The Slow Learner in the Classroom, (Charles E. Merrill Books, Inc., Columbus, Ohio), pp. 120-155.

APPARATUS PLAY.

Apparatus play is fun. The child observes, imitates, and experiments. There is challenge, then satisfaction. As each ability acquired makes possible a more complex accomplishment, the child is challenged again. The teacher supports and encourages each child as he takes his next step. She helps individuals with fundamental skills at the point of need and readiness.

The correct use of good playground apparatus contributes to the development of strong bodies and good posture; it helps children to gain physical strength and muscle control. Arm and trunk muscles are strengthened as the child stretches to reach the horizontal bars, as he pulls himself up to them, as he tries to travel their length. When the child travels on the horizontal ladder or on the monkey rings, his weight is suspended. This suspension of weight contributes to the development of good posture. Swinging from overhead apparatus tones the muscles of the child's back, shoulders, and arms.

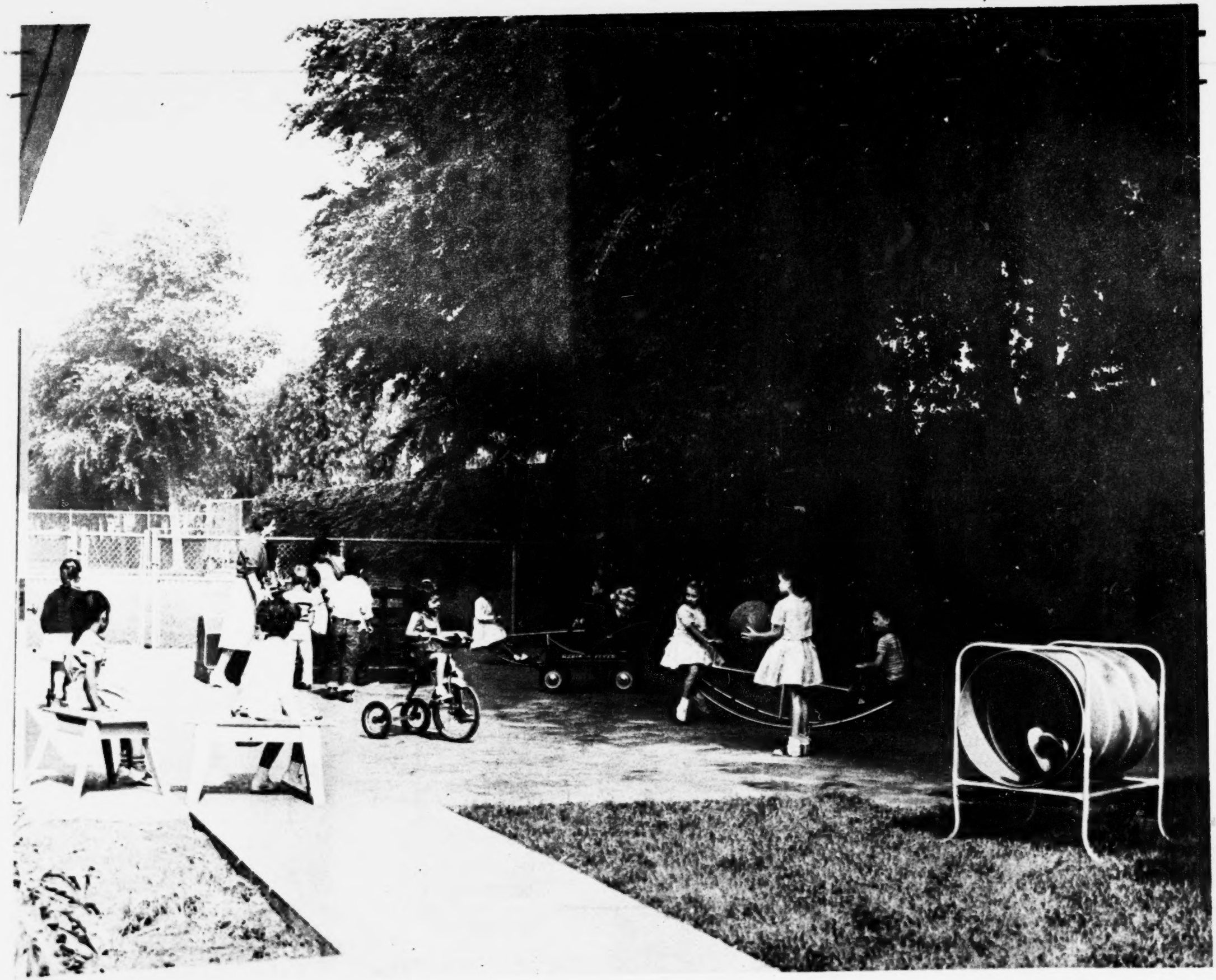
Instruction must be given in the safe and correct use of the playground apparatus.[5] It is easier to teach children to use the equipment correctly when they are first learning to use it than it is to help them unlearn poor habits of use later on. Good habits of pushing, pulling, lifting, landing, dropping, and stooping will help to minimize injuries.

The teacher watches her children as they play. She shows them how to take the correct hand grip on the horizontal bar, how to sit in the swing or rocker ride.

Although the teacher does not dampen the daring and ingenuity of the child who is using the apparatus, she does discourage participation in unsafe activities. If a child becomes over-stimulated, the teacher helps him to redirect his play interest. Since the young child is not conscious of his own physical safety, his teacher's responsibility is great.

Guided play is the young child's physical education.

5 Winifred Van Hagen, op. cit., pp. 317-318.



USING THE APPARATUS

Rocker Ride, used on the turf or on a hard surface

To use:

Children sit on the seats, facing the center.

They hold the handle with both hands.

They place their feet on the inside crossbar support.

Safety suggestions:

Children should not stand on the seat and hold the handle with their hands.

They should not stick their feet under the rocker bars.

Sandbox, approximately 15' x 20' box filled with clean sand; equipped with sandbox cover, if possible

Suggested accessories:

Pails, sugar scoops, large spoons
Coarse sieves
Funnels, watering cans
Molds, pie tins, pans
Steam shovel, digger
Trucks, boats, airplanes
Faucet, hose

Metal Barrel, used on the turf or in the sandbox

To use:

One child at a time climbs through the barrel.

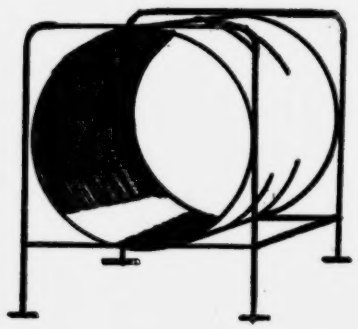
One or two children sit on top of the barrel.

Safety suggestions:

Not more than one child should be inside the barrel at a time.

No one should stand on top of the barrel.

Not more than two children should sit on top of the barrel at a time.



Swings, 7' high, placed over sand or turf

To use:

The child sits in the swing seat, facing forward.

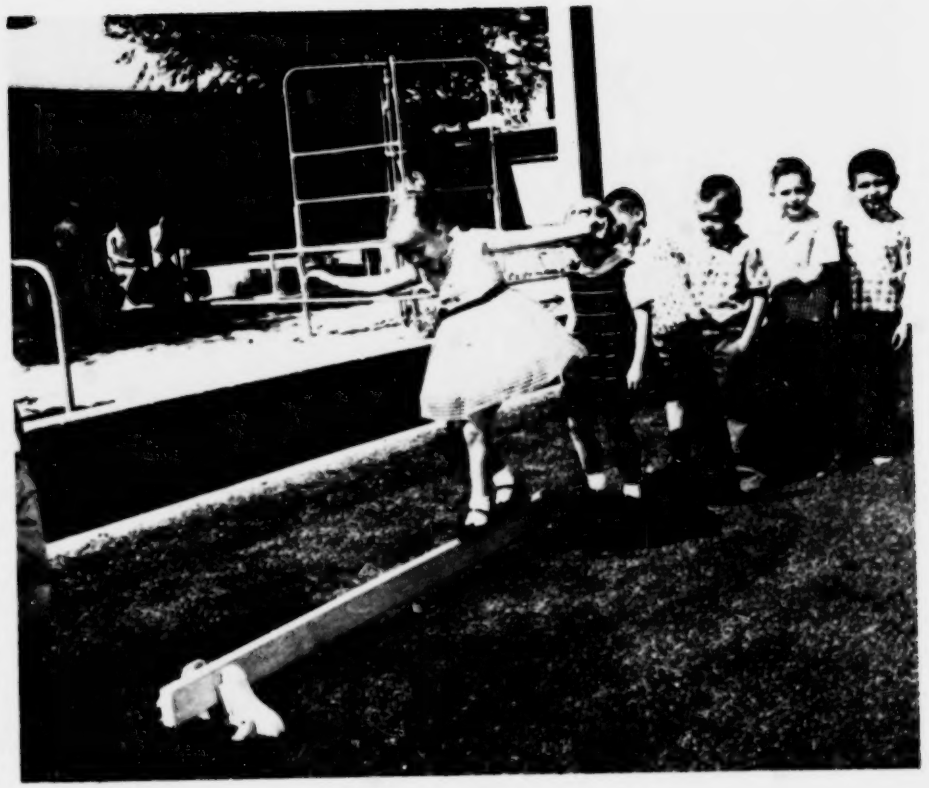
He swings forward and backward only.

Safety suggestions:

The child should always face forward.

He should hold the chains tightly.

Only one child should sit in a swing seat at a time.



Balance Beam or Walking Board, placed on a hard surface or on the turf, parallel with and at least 3' from the outside boundary of the yard.

To use:

The child walks the length of the board, placing one foot in front of the other as he progresses.

Safety suggestions:

The board should be located in an area where it will not become a hazard.

Children should use the apparatus only as a walking board.

Climbing Structure, placed over sand or turf

To use:

The player climbs in and out of the squares or up and down the ladder.

Safety suggestions:

The child should climb on the structure rather than use it as a resting or jumping place.

He should always keep at least one hand on a bar.

He should never hang by his knees.

Low Bar, 3' high, placed over box or turf

To use:

The child stands facing the bar, grasps it, then turns forward.

The child places one leg over the bar, grasps the bar, turns forward and backward.

The child straddles the bar, grasps it, turns in either direction.

Monkey Rings, 6' high, placed over sand

To use:

The child hangs by his hands as he swings from ring to ring.

All travel is in the same direction.

Safety suggestions:

The child should not climb on the top bar.

He should not sit in the rings.

A child should wait until the child ahead has passed halfway across.

The child should always have one hand grasping a ring.

Safety suggestions:

The child should hold the bar firmly.

He should sit on the bar in straddle-position only.

He should not stand on the bar.

Horizontal Ladder, 5' high, placed over sand

To use:

The child travels forward, with his hands grasping the rungs of the ladder.

He travels sideward, with his hands grasping the sides of the ladder.

He travels forward, with his hands grasping the sides of the ladder.

Safety suggestions:

Before starting, the player should wait until the child ahead is halfway across.

All players should travel in the same direction.

The child does not walk, stand, or sit on top of the ladder.

Other children must not be under or near the sides of the ladder while a child is performing.

FUNDAMENTAL RHYTHMS.

There should be many opportunities for kindergartners to participate in a variety of fundamental rhythms.[6] A climate of freedom and acceptance allows each individual to feel comfortable and to enjoy doing what he can do. If the children take their shoes off, they can take part in rhythmic activity with security and confidence.

Although some children may not have the coordination necessary for skipping or leaping successfully until they are seven or eight years of age, many kindergartners enjoy and are successful in such basic movements as: walking, running, hopping, jumping, galloping, sliding, leaping, skipping, bending, twisting, and twirling.

PARTICIPATION IN GAMES

Four-and five-year-olds enjoy playing simple games. They often accompany the games with chants, songs, and rhymes, and with counting.

They gain pleasure from the adventure, surprise, and sheer joy inherent in the games.

The youngsters like to chase each other and to play other simple tag games. Countless variations of running, chasing, and fleeing games are used. Kindergartners enjoy playing some of the traditional singing games, such as "Looby Loo," "Did You Ever See a Lassie," or "Sally Go 'Round the Chimney Pot."

Kindergartners are not ready for games that have a great many rules; they cannot remember many directions at a time. Games of a highly competitive nature should be avoided. When young children are involved in such games, they may become overexcited and overstimulated.

---

[6] Ibid, pp. 316-317.

Participation in simple games helps girls and boys to develop some of the motor skills needed for other recreational experiences; helps them to develop some skills prerequisite to success in sports. Playing games which involve running, leaping, hopping, jumping, swinging, pushing, pulling, catching, or throwing gives children opportunity to explore movement.

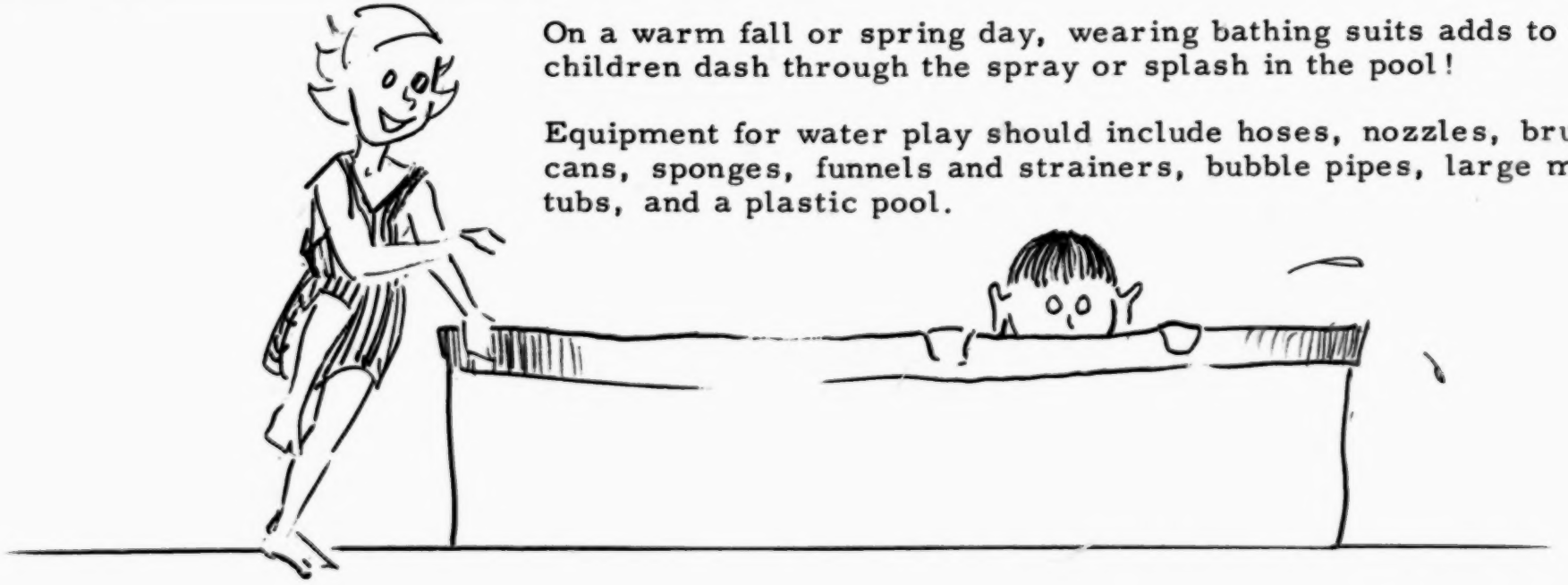
Through participation in games, kindergartners grow in social skill. They learn to accept being tagged and enjoy selecting the one to be tagged. They learn to wait their turn, provided they do not have to wait too long. They learn the beginning lessons of good sportsmanship.

As they play games of their own choosing, games in which they succeed, games through which they extend their abilities, children grow in self-confidence. They have experience in leading children; they have experience in following children.

WATER PLAY

On a warm fall or spring day, wearing bathing suits adds to the fun as young children dash through the spray or splash in the pool!

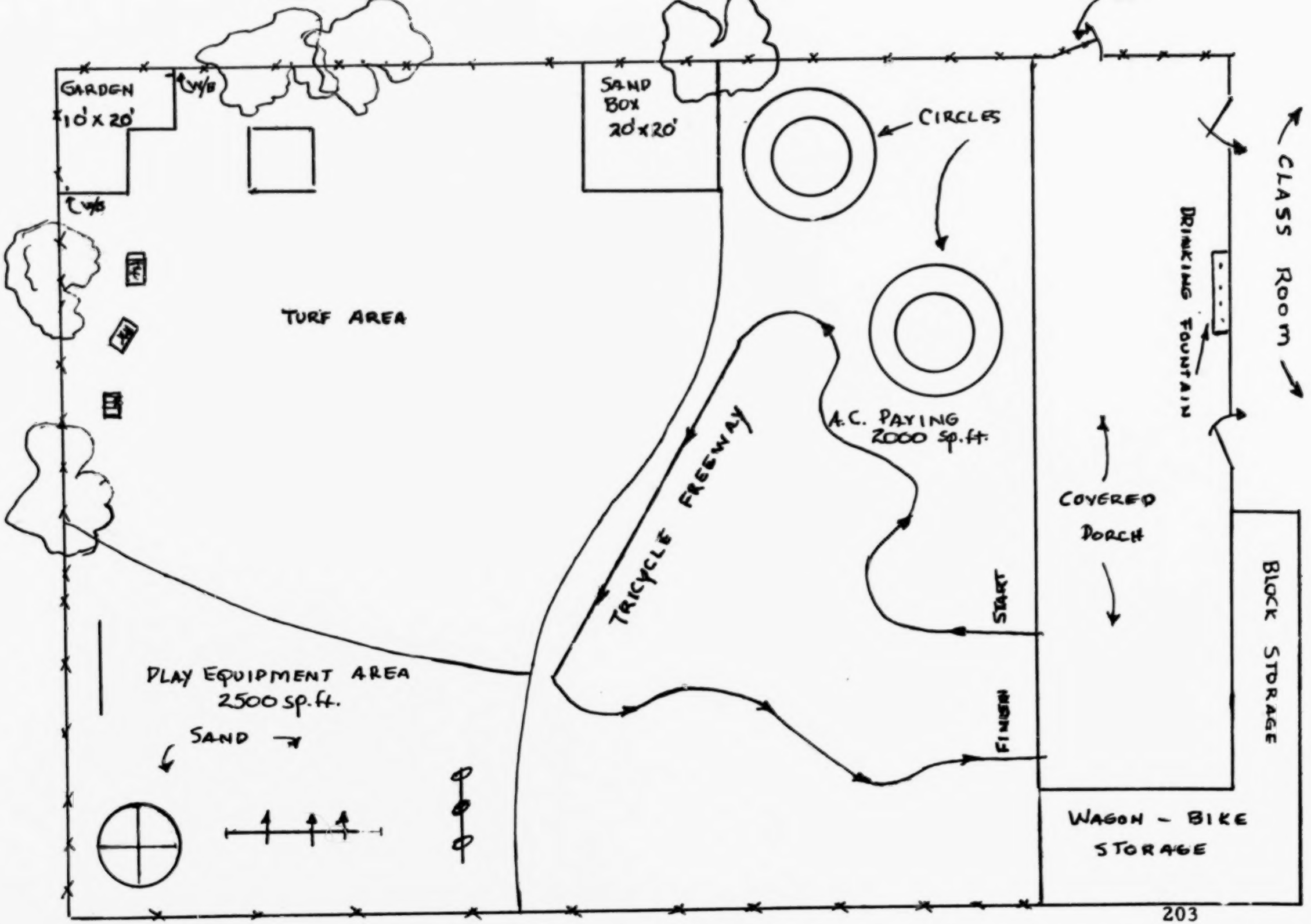
Equipment for water play should include hoses, nozzles, brushes, watering cans, sponges, funnels and strainers, bubble pipes, large metal or plastic tubs, and a plastic pool.



RECOMMENDED ALLOCATION OF OUTDOOR PLAY SPACE*

TURF-, SAND-, OR TANBARK-SURFACED AREA: For Playing on Apparatus	Dimensions of Fixtures	Area for Safe Use	One Classroom	Two Classrooms
Apparatus				
Balance beam	2" x 4" x 12'	4' x 18'	72 sq. ft.	72 sq. ft.
Balance board	2" x 12" x 12"	4' x 18'	72 sq. ft.	72 sq. ft.
Benches (2)	1'6" x 6'	6' x 10'	60 sq. ft.	60 sq. ft.
Climbing structure	7' x 7'	20' x 20'	400 sq. ft.	400 sq. ft.
Low turning bar	3' x 10'	12' x 20'	240 sq. ft.	240 sq. ft.
Monkey rings	5' x 12'	10' x 24'	240 sq. ft.	240 sq. ft.
Sculptured play equipment	6' x 10'	15' x 20'	300 sq. ft.	600 sq. ft.
Slide, 6', with safety platform	6' x 12'	6' x 23'	138 sq. ft.	138 sq. ft.
Swings, set of 3 with canvas seats	8' x 15'	16' x 23'	368 sq. ft.	368 sq. ft.
Access and circulation area			432 sq. ft.	432 sq. ft.
Total Area			2,322 sq. ft.	2,622 sq. ft.
HARD-SURFACED AREA: For Using Wheeled Toys and Building Blocks, and for Playing Games				
Total Area			2,000 sq. ft.	4,000 sq. ft.
TURF-SURFACED, DIRT, AND SAND AREA: For Performing Stunts, for Running, Jumping, and Digging, and for Keeping Pets				
Running and jumping area			3,000 sq. ft.	6,000 sq. ft.
Garden area		10' x 20'	200 sq. ft.	400 sq. ft.
Live-pet area		10' x 20'	200 sq. ft.	200 sq. ft.
Sandbox area	15' x 20'	28' x 28'	784 sq. ft.	896 sq. ft.
Total Area			4,184 sq. ft.	7,496 sq. ft.
TOTAL PLAY SPACE			8,506 sq. ft.	14,118 sq. ft.

*Adapted from "Space Allocations and Facilities Needed for Physical Education Outdoor Teaching Stations for Elementary, Intermediate, and Junior High Schools," California State Department of Education bulletin, December 26, 1958, (mimeographed).


GARDEN
10' x 20'
SAND BOX
20' x 20'
CIRCLES
CLASS ROOM
DRINKING FOUNTAIN
TURF AREA
A.C. PAVING
2000 sq. ft.
FREEWAY
TRICYCLE
START
FINISH
COVERED
PORCH
BLOCK STORAGE
PLAY EQUIPMENT AREA
2500 sq. ft.
SAND
WAGON - BIKE
STORAGE

SELECTED REFERENCES

Andrews, Gladys. Creative Rhythmic Movement for Children. New York: Prentice-Hall, Inc., 1954.

Shows the importance of movement in the total growth of children; presents ideas for developing children's creative rhythmic expression.

Andrews, Gladys, Jeannette Saurborn, and Elsa Schneider. Physical Education For Today's Boys and Girls. Boston: Allyn and Bacon, Inc., 1960.

Describes a movement-oriented program of physical education for children from kindergarten through the sixth grade.

California Bureau of Elementary Education. Education in Early Childhood. Sacramento: California State Department of Education, 1956.

Presents an overview of the kinds of physical activities which are particularly appropriate to the needs of children in the kindergarten and the primary grades.

Department of Elementary School Principals, N.E.A. Those First School Years. Washington, D. C., Volume XL, Number 1, September, 1960.

Is a compilation of articles by experts in early childhood education. Of particular interest to administrators and teachers seeking ideas relating to physical education in kindergarten are the articles entitled "The Physical Environment" and "The Kindergarten Program."

Heffernan, Helen, and Vivian E. Todd. The Kindergarten Teacher. Boston: D. C. Heath, 1960.

Combines educational and psychological theory. Describes principles of child growth and development and gives practical suggestions for learning activities. Chapter 7, "Furthering Physical Development," deals with physical education in the kindergarten.

Hughes, Langston. The First Book of Rhythms. New York: Franklin Watts, Inc., 1954.

Is a very short, but valuable, presentation of a creative point of view regarding rhythms.

James, Phoebe. Creative Rhythm and Accompaniments For Primary Grades. Mentone, California: Phoebe James, 1957.

Centers on "creative" rhythms experiences rather than on the "fundamental" kind; contains valuable suggestions concerning accompaniment and instruments; includes a section on kindergarten rhythms.

Kephart, Newell C. The Slow Learner in the Classroom. Columbus, Ohio: Charles E. Merrill Books, Inc., 1962.

Identifies the basic motor skills which underlie readiness for academic achievement; describes ways of identifying children who lack these prereadiness skills; offers simple techniques which the teacher can use to help children develop the skills.

Radler, Don H., and Newell Kephart. Success Through Play. New York: Harper and Row Publishers, 1960.

Is a short untechnical presentation of the ideas suggested in Kephart's The Slow Learner in the Classroom; is suitable for use by parents as well as by teachers.

Van Hagen, Winifred, Genevie Dexter, and Jesse F. Williams. Physical Education in the Elementary School. Sacramento: California State Department of Education, 1951.

Written for grades 1-8, Chapter II gives the kindergarten teacher the information she needs concerning the recommended way of performing basic motor skills.

A Healthful Environment ---------- 210
The Physical Environment ---------- 210
The Emotional-Social Environment ---------- 211
Health Services ---------- 212
Health Education ---------- 214
Mental Health ---------- 215
Rest ---------- 215
Prevention and Care of Disease ---------- 216
Safety ---------- 217
Cleanliness ---------- 217
Posture ---------- 219
Nutrition ---------- 219
Work with Parents ---------- 220
Selected References ---------- 221

"It's a very odd thing--
As odd as can be--
That whatever Miss T. eats
Turns into Miss T."*

Healthful living is a bit like "whatever Miss T. eats." Whatever the school provides in the way of healthful living becomes part of the child--the warmth or coldness of human relations, the child-centered or adult-oriented physical environment, the strengthening or laissez faire educational program, the adequate or sparse health services.

A major aim of public education is to develop sturdy children and youth: individuals who possess optimum mental, emotional, social, and physical health. All areas of health are interrelated, and change in any one may bring change in the others. The kindergarten is the school basis upon which healthful living is built.

The health program in the kindergarten has three interlocking rings: environment, services, and education, none of which can stand alone.

*Walter de la Mare, "Miss T.," Time for Poetry, May H. Arbuthnot (compiler) (New York: Scott, Foresman and Company), 1951, p. 26.

A HEALTHFUL ENVIRONMENT

The kindergarten environment determines to a large extent the quality of children's learning during the year; its influence will have effect on the children's learning in years to come. Included in the environment are things--the grounds and facilities, the buildings and equipment; and people--the adults who work at the school and the children who attend it. Parental attitudes and practices come to school in the child. Teachers bring their own backgrounds to school, too.

The Physical Environment

The modern kindergarten room usually is a cheerful, spacious laboratory-for-learning. Pleasant colors, adequate storage space, facilities for handling housekeeping details, and means of controlling ventilation and temperature have been given consideration in its planning. Each room has its own drinking fountain, toilets, and lavatories, which the children can use at any time without being hurried. Teachers can easily give the supervision through which children develop desirable habits and attitudes.

The outdoor area, with its fresh air, shade, and sunshine, is inviting. It permits exercise of large muscles and release of seemingly boundless energy. It minimizes collisions and pressures which may result in antagonism and distraction. Kindergartners work, play, rest, and eat outdoors whenever the weather is favorable.

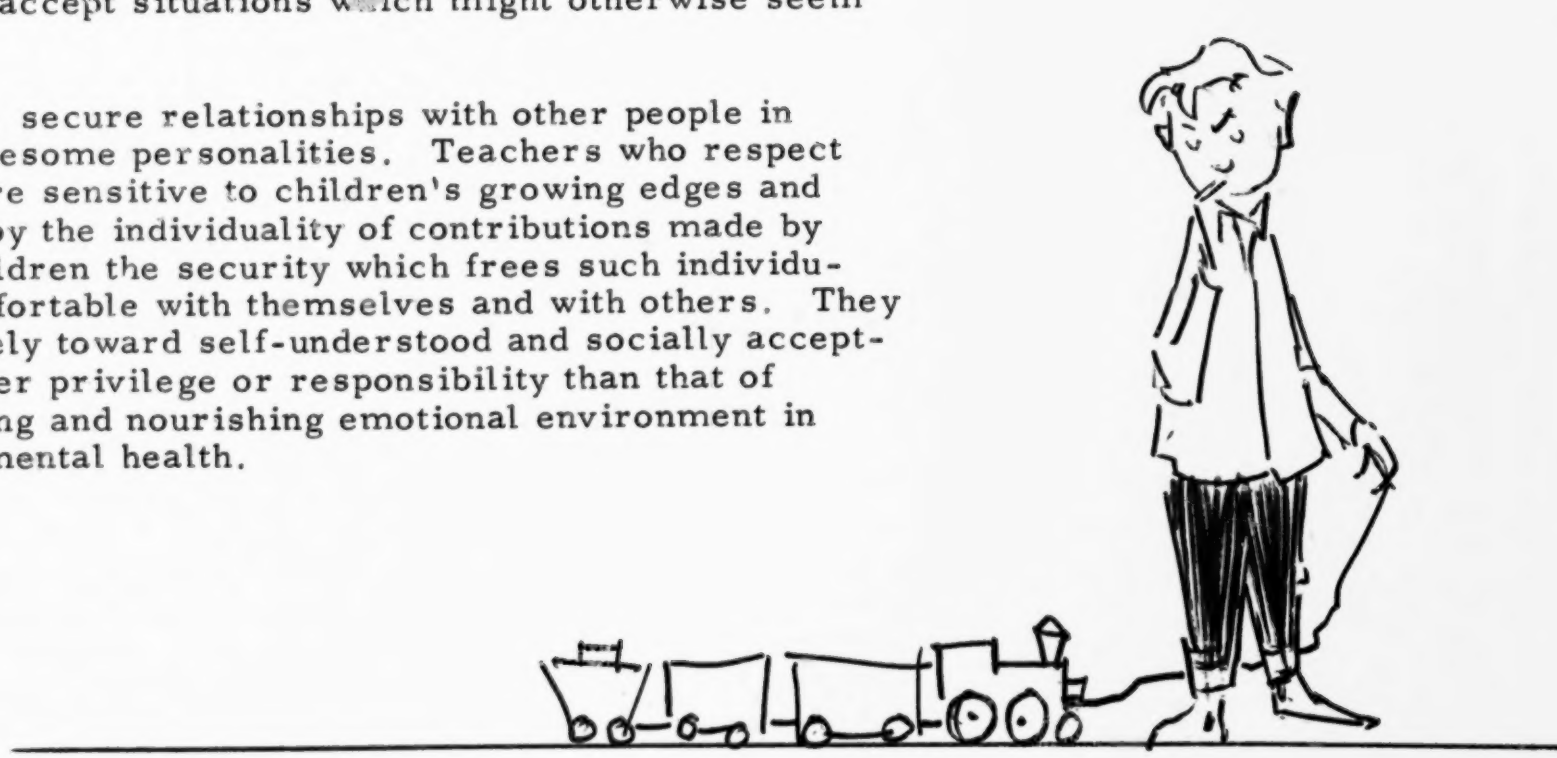
In other chapters of this guide suggestions are made concerning the allocation of space and the selection of materials and equipment suitable for indoor and outdoor classrooms. It is the teacher's responsibility to guide girls and boys to use the materials and equipment in ways which promote healthful living.

The Emotional-Social Environment

The quality of human relations in kindergartens is mainly determined by the teachers. Teachers are essentially friendly people who like children and want to help them grow in good ways. As teachers are professionally competent and as they have self-confidence and self-respect in relation to their own work, they have appreciation and respect for the contribution to children's growth of co-workers and parents. Kindergartners sense the quality of relationships which exist among the adults in their lives.

The teachers' knowledge about child growth and development and about the processes which partly determine behavior help them to accept the four-and five-and six-year-oldness of the children in their groups. A sense of humor prevents teachers from taking themselves too seriously; it frequently helps the children and their teachers to accept situations which might otherwise seem defeating.

Children must have satisfying, secure relationships with other people in order to develop healthy, wholesome personalities. Teachers who respect themselves and others, who are sensitive to children's growing edges and nurture their growth, who enjoy the individuality of contributions made by the children, and who give children the security which frees such individuality help children to feel comfortable with themselves and with others. They help children to reach creatively toward self-understood and socially acceptable goals. There is no greater privilege or responsibility than that of offering youngsters an accepting and nourishing emotional environment in which to grow roots of sound mental health.



HEALTH SERVICES

Health services are supplied in accordance with individual needs. Some needs are determined by the stage of growth and development which a child has attained; others are related to such factors as illness, accidents, and organic disorders, or to home and community conditions which do not contribute to healthful living.

Kindergartners are at a stage of physical growth which demands activity and exercise; the activity and exercise create a demand for rest. That is why the daily program calls for alternating periods of vigorous and quiet activity, why the environment contains parallel ladders and jungle gyms as well as picture books and dolls.

Through its health-service program, the school attempts to identify children's health deficiencies before they become permanent disabilities. The teacher assesses the quality of children's health by examining the children's health records, by talking with the children's parents, by observing the children's behavior and appearance, and by conferring with the school nurse.

Parents are encouraged to have their children examined and immunized prior to the beginning of the kindergarten year so that remedial measures may be taken before school opens. The school program is adjusted to minimize the effect of irremediable handicaps.

Teachers take precautions against the spread of infection. Although the teachers do not diagnose illness, they are aware of some symptoms of common diseases, and they unobtrusively look for symptoms such as the following when they greet the children: flushed cheeks, rash, crusted or swollen eyelids, runny nose, watery eyes. Throughout the day, teachers remain alert to these and other indications of possible illness in children. They watch for squinting, for abnormal posture, for change in color; and for symptoms of sleepiness, listlessness, sore throat, headache, or fever.

In all cases of apparent illness, the teacher follows the procedure set by the local administration.

Each child's height and weight are measured periodically, and the results are recorded on the graph in the health section of his cumulative record. Study of growth data helps adults to assess children's health needs.

Upon request, the nurse will suggest ways of adjusting the curriculum to the special needs of children with chronic non-communicable ailments or with irremediable physical handicaps; she will suggest ways of adjusting the school program to the needs of convalescent girls and boys. The nurse may be able to help the teacher understand children's home conditions.

Because teachers frequently must give first aid for minor injuries or sudden illnesses, they prepare themselves for such emergencies. They learn what to do in case of emergencies; they keep their first-aid kits adequately stocked.

The teacher and the nurse pool ideas and observations concerning the physical condition of individuals in the class. Together, the teacher and nurse decide which girls and boys to refer for medical examinations, for immunization, and for vision or hearing tests. It is wiser to overrefer than to miss even one child who has an incipient difficulty which immediate treatment might halt or cure.

Teachers help children to develop positive attitudes toward health-services personnel. Through explanation, discussion, and dramatization, they help the children to understand why and how examinations and innoculations will be given. As children learn what will happen during examinations and innoculations, some of their fears are dispelled.

HEALTH EDUCATION

Health education is an integral part of the curriculum. Kindergartners take unto themselves the facts, habits, and appreciations which they are able to understand and which are useful to them. The kindergarten day is filled with activities which have purpose and meaning for the fours, fives, and sixes.

Mental Health

The kindergarten is a crucial school year in children's development of self-concept and in their development of the ability to relate well to other people. Sound mental health is promoted as kindergartners:

-learn some ways of getting love, success, and approval.
-help others; receive help.
-learn to show appreciation.
-see other people misbehave, and so realize that they themselves are not the only ones who become angry, afraid, or jealous.
-learn how to release emotional tensions.
-play alone and by or with varying-sized groups of children.
-take their turns in using class equipment.
-share some of their possessions and knowledge with others.
-assume some responsibility for dressing and for taking care of their possessions.
-enjoy funny situations.
-dramatize home and neighborhood experiences.
-use social amenities appropriate to their developmental levels.
-return articles which they have "borrowed."
-make decisions commensurate with their levels of development.

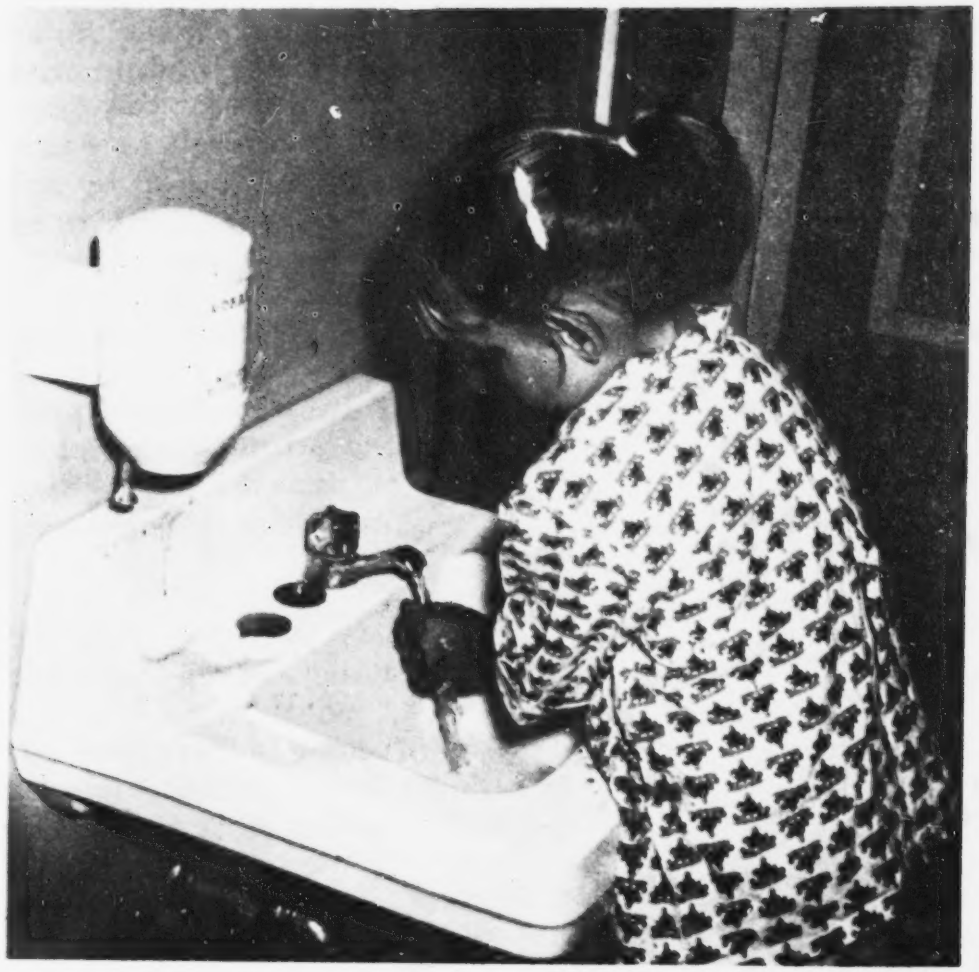
Rest

Children need and can learn to relax briefly for short periods of complete rest. But whether or not to have a formal rest period as part of the daily program must be determined by the local situation. In some instances a period of calm activity is sufficient. It may be that a portion of the children in a group will need to nap while others play or work quietly. The decision is made in terms of such factors as the length of school day, the distance the children travel to and from school, and the quality of their out-of-school living.

Prevention and Care of Disease

Prior to kindergarten attendance, many children have had little sustained contact with individuals outside of their family and neighborhood groups, and so have been somewhat protected from exposure to communicable diseases. In kindergarten, communicable diseases may spread easily. The teacher encourages the youngsters to:

- -tell her if one of their family members becomes ill.
- -stay home if they are ill.
- -tell her if they become ill at school; accept isolation from others when necessary.
- -stay away from sick people as much as possible.
- -bring clean handkerchiefs or tissues to school every day.
- -sneeze or cough into handkerchiefs or tissues.
- -dispose of soiled tissues.
- -understand that clean hands may help prevent the spread of disease.
- -learn why children need to be immunized.
- -learn the procedure which will be followed during immunization.
- -dramatize immunization.
- -be immunized.



Safety

Teachers watch for and eliminate potential safety hazards. They arrange classroom equipment with safety factors in mind. They plan balanced programs of quiet and vigorous activities so that children will not become overstimulated or fatigued.

They teach children how to use equipment, apparatus, and materials properly.

The girls and boys live more safely as they:

-develop muscular coordination.
-learn to express destructive emotions in constructive ways.
-use the playground apparatus and equipment properly.
-play in areas designated for their use.
-follow safety rules when riding the bus.
-walk on the left side of the road, facing traffic.
-cross streets in crosswalks.
-obey traffic guards.
-learn the meanings of, and comply with, traffic signals.
-help to develop class safety rules; obey the rules.
-learn to call an adult in case of accident.
-show wounds to the teacher.
-participate in well-directed fire drills.
-refrain from touching animals which they do not know well.
-report safety hazards.
-refuse to ride with strangers.

Cleanliness

Not all children leave home for school spotlessly clean. Some arrive at school with yesterday's or even last weekend's dirt still clinging to them. Teachers attempt to find the reasons for parents' failure to keep the children clean. The findings may indicate ways in which assistance may be given.

When children are dressed in washable clothing, teachers need not worry about having them keep clean. The kindergartners are freed to work and play creatively when they know it is all right to get dirty.

The habit of washing their hands before they eat or touch food and after they handle animals or go to the toilet is not easy for children to acquire; but this habit is important, and teachers should encourage its development.

It frequently would be simpler for teachers to clean up after the children than to guide the girls and boys to do their own cleaning. The promotion of efficient work habits, however, requires that children be taught to clean the area in which they have worked before they begin new activities. Teachers do not expect perfection, but do keep realistic goals in mind. Practice, the degrees of motor coordination and emotional stability which individuals possess, and habits affect children's effectiveness.

Children develop desirable understandings, habits, and attitudes about cleanliness as they are encouraged to:

-wash their hands with soap and warm water after they play, handle animals, or go to the toilet, and before they eat.
-dry their hands thoroughly.
-use paper towels properly.
-wear washable clothing which they may get dirty.
-learn that some clothing should be kept as clean as possible.
-have their hair combed and washed as needed.
-clean up the play or work space at the end of an activity.
-care for pets at school.
-hang up their own wraps.
-learn the correct way to brush their teeth.
-learn why they need to brush their teeth after they eat.

Posture

Girls and boys develop muscles which promote good posture as they climb on playground apparatus, relax, sit comfortably for short periods of time, express ideas and emotions through rhythms, wear well-fitting clothing, feel successful and socially accepted. Proper nutrition, exercise, and rest contribute to children's feelings of well-being. Teachers recognize that the normal stance of kindergartners differs from that of adults. They encourage individuals to sit in chairs suited to their size.

Nutrition

Much education concerning nutrition is centered around the few minutes of each day designated as "nutrition time." Since the promotion of good nutrition and nutrition education are the major purposes for having the period, only health-building foods and beverages should be served. Celery sticks, carrot strips, whole-wheat crackers, cheese, apples, tomatoes, oranges--these are better than are cookies or graham crackers. Fruit or vegetable juice is a welcome change from milk.

Children also learn about nutrition as they cook and eat applesauce, soup, or gingerbread; as they make butter and prepare fruit juice. They learn about nutrition as they talk about their work in the playhouse and as they hear stories about family living.

Many concomitant learnings in the area of hygiene accompany nutrition education. Many habits and skills in the area of social relationships develop.

Work With Parents

To the extent that teachers and parents cooperate, will the kindergarten health-education program be effective. Young children have little control over the food they are served, the clothes they are given to wear, the environment in which they sleep. Teachers never hold them responsible for health conditions about which they can do nothing.

In group meetings and conferences, teachers and parents discuss the types of clothing conducive to comfort in activity. They usually conclude that washable, serviceable, properly fitting, easily managed clothing allows the girls and boys to work, to play, and to tend to their personal needs unselfconsciously. When parents realize that the school puts a premium on such apparel because of its contribution to children's mental and physical well-being, they generally dress their children sensibly.

Teachers talk with parents about children's sleep and rest needs. Although individuals differ in the amount of rest their bodies require, most kindergartners benefit from eleven or twelve hours of sleep a day. Teachers tell parents about quiet, relaxing activities which invite sleep; they explain why stimulating activities drive sleep away.

Teachers talk with parents, bring authoritative resource persons to them, and encourage them to talk about nutrition--the effects of pre-meal snacks on children's appetites, the need for and construction of balanced meals, the effects of sweets and other carbohydrates on children's teeth.

Parents want their children to be happy, productive individuals. They sometimes need help in understanding year-to-year changes in children's behavior. Is it the school program that is changing the rebellious four-year-old into the angelic five? If so, why is the six-year-old no longer angelic? Through discussion, from listening to talks by guidance consultants, and from studying books, films, and magazines, parents can develop deeper understanding of their children's behavior; they can learn about the effect their own behavior has on their youngsters; they can better understand their own emotions and motives. They can learn how to free their children to grow creatively--to build sound concepts of themselves and friendly relations with others.

SELECTED REFERENCES

Berson, Minnie Perrin. Kindergarten, Your Child's Big Step. New York: E. P. Dutton and Company, 1959.

"The Kindergarten Spring Roundup" describes how such a meeting should not be conducted. Other chapters suggest ways of promoting desirable emotional and physical health.

Heffernan, Helen, and Vivian Todd. The Kindergarten Teacher. Boston: D. C. Heath and Company, 1960.

Health appraisal, record keeping, healthful and safe school environments, and health education are considered.

Jenkins, Gladys Gardner. Helping Children Reach Their Potential. Chicago: Scott, Foresman and Company, 1961.

Contains suggestions for helping children develop good emotional health.

Enjoyment of Learning ----------226
Teacher Preparation----------228
Providing Motivation----------230
Participation in Problem Solving ----------231
Selected References ----------233

SCIENCE

Kindergarten children are natural explorers, curious and eager to learn. They are interested in concrete and specific experiences and are almost constantly active. They have countless questions about their physical world. It is characteristic of the fours and fives to have a wide variety of interests but relatively short attention spans. Because they are unique individuals, they will learn through science in individual ways.

Teachers stimulate children's interests in science by providing a program of worthwhile activities in everyday experiences. Through these experiences, children learn to understand their world and to live intelligently in it. Since the girls and boys learn through work and play, teachers provide many opportunities for them to solve simple problems and to answer their own questions.

Science in the kindergarten is functional because:

-it makes use of simple, life-like materials.
-outdoor as well as indoor activities are provided.
-time needed to complete activities is relatively short.
-time is provided for children to return to science-interest areas.
-time is provided for independent, leisurely investigation.
-science is an integral part of many kindergarten activities.

The kindergarten science program is flexible because:

-it relates to children's basic needs.
-it meets quickly the spontaneous interests of children.
-it extends and enriches children's scientific concepts.
-it challenges all levels of child development.

ENJOYMENT OF LEARNING

Science is a natural part of the play and work of children. Kindergartners learn through observing, seeing, tasting, smelling, hearing; through sensing, experimenting with, reacting to, thinking about the things in their ever-widening environment. Some of these things are simple; some are vastly complicated. Some children will absorb meager concepts; others will soak up concepts of considerable breadth and depth.

Children learn through many avenues:

-by feeling dry sand trickling down between their fingers, wet sand patted tight to make a road, the harshness of broken rocks, the smooth surface of water-tumbled stones, rough-textured burlap, the caressing smoothness of velvet or rose petal, the pressure of cool water as it rushes from a hose, the prickly points, the flatness, the roundness of seeds; wind, rain, fog, ice, fingerpaint, clay--or the nubby horns of the frolicking kid...

-by observing the changing hues of soap bubbles or the inner coat of an abalone shell, the symmetry of honey comb, crows hunting grubs in the fresh-turned earth, hoarfrost on the deadened roots of bunch grass, clouds billowing white in summer or lowering gray in wintertime; the lazy undulation of the fantail fish, the balsa wood afloat and the iron-wood sunk in the water tray, the blank expression of the ruminating cow, the freight train straining up-grade or gliding down, the grocer tabulating prices at the checker's stand, the accordion-pleated walk of the caterpillar on the tomato plant, the wet, bedraggled look of the emerging moth, the bulging muscles of the garbage collector...

-by listening to the cricket's song, the oriole's call, the crackle of paper as the hamster makes her nest, the dry rattle of locust pods pushed by a sudden breeze, the whine of the streaking jet, the steady chug as the tractor chews through the farmer's fields, the whistling, roaring wind, the tinkling sound of bells, of clock chimes, the shrill siren of the rushing ambulance; the milkman's gay whistle...

-by smelling the pungent tar on the half-made road, soup simmering on the stove, fresh rolls or just-cut apples, the freshly-spaded garden; the woodsy tanbark under the horizontal bar, the heavy scent of honeysuckle, the acrid smoke of burning eucalyptus leaves...

-by tasting the freshness of crisp vegetables from their garden, cold milk, the nut-like flavor of whole-wheat crackers, the tangy juice of winesap apples; the satisfying sweetness of orange juice, mint leaves, gingerbread, popcorn, peanuts...

To help the children grow, teachers tempt them to look for meanings, for reasons. Teachers ask, "Why?" and "How?" and "What do you think about this?" They sometimes offer the words which help the girls and boys to verbalize their learning.

TEACHER PREPARATION

Because timing is often important in capturing the interest and in holding the attention of small children, teachers need to acquire broad backgrounds of scientific knowledge, to learn how to test opinions and perform experiments, and to collect a supply of easily accessible materials.

There should be readily available:

-a picture file containing large, clear pictures for children to use in developing concepts. Pictures are mounted on strong backing material so that children can handle them easily.

-appropriate books for children--books which contain information on a wide variety of scientific subjects.

-appropriate books for teacher background and help.

-materials and equipment for children to use in developing first-hand sensory experiences.

-a poetry file. Pertinent poetry often interprets experiences and reveals the beauty of familiar things to children.

Kindergarten children need opportunities to explore in science areas which are related to present-day affairs. Teachers do not always wait for things to happen; they are alert to capitalize on events which occur.

Teachers provide opportunities for children to have challenging new experiences with:

-study trips. The immediate neighborhood should be surveyed for natural-science information.

-resource people. Among the children's parents and other adults of the community are people who have scientific hobbies of interest to kindergarten children.

-study films. Possible scientific interests can be anticipated and appropriate films ordered.

-many interest-spots in the room. Science understandings grow in the kindergarten in which the teacher maintains an ever-changing variety of interest centers where children can observe, experiment with, and manipulate science materials. Children are invited and encouraged to add their contributions. They are given time and freedom to experiment.

PROVIDING MOTIVATION

Kindergarten children need to have freedom to discover and to explore; they need the fun of finding out answers for themselves. Each new learning should open up additional avenues for children to lea n through science activities.

Realizing this, teachers keep curiosity flourishing by:

-realizing that children's questions are worthwhile
-suggesting a way to try to find the answer
-asking another question to get a deeper level of understanding
-helping children to find the necessary answer for themselves.

They help children to clarify their concepts by:

-helping them to find information
-giving them information
-using thought-provoking pictures
-encouraging them to ask questions
-providing opportunities for many real experiences
-arranging many science-interest centers
-using films, books, and resource persons
-encouraging experimentation
-providing opportunities for the children to engage in creative oral expression, art, music and rhythm.

PARTICIPATION IN PROBLEM SOLVING

Teachers help children to raise their levels of thinking by listening to their questions and by giving them opportunities to find answers for themselves.

Teachers foster the development of problem-solving ability by providing work and play materials for child-like activities:

- -big blocks
- -floor toys
- -tools and wood
- -toys and other realia
- -science materials and equipment
- -books, pictures, and filmstrips.

Teachers help by questioning--

- -"What else would help?"
- -"Is there a better way?"
- -"How can we be sure?"

The kindergarten teacher helps children to answer questions in the following areas:

Air, Water, and Weather
- Fog and clouds
- Ice, snow, and hail
- Water and water vapor
- Wind and air

The Earth
- The earth
- Soil
- Rocks and minerals
- Seashore

Energy
- Electricity
- Heat
- Light
- Magnetism
- Sound

Living Things
- Plants
- Animals

Mechanical Things
- Levers
- Pulleys
- Ramps
- Wheels and machinery

The Seasons
- Fall
- Winter
- Spring
- Summer

The Sky
- Night and day
- Moon
- Planets
- Sun
- Stars
- Space

Sensory Experiences
- Seeing
- Hearing
- Touching
- Smelling
- Tasting

SELECTED REFERENCES

Blackwood, Paul. "Experimenting in Elementary Science" Education Brief, No. 12. Revised edition. Washington, D. C.: United States Department of Health, Education and Welfare, 1957.

Explains how to develop scientific methods in elementary grades.

Blough, Glenn O. It's Time for Better Elementary School Science. Washington, D. C.: National Science Teachers Association, 1958.

Presents material of special interest to administrators and supervision workers. Offers an interesting theory for curriculum construction in science.

_____, Julius Schwartz, and Albert J. Huggett. Elementary School Science and How to Teach It. Revised edition. San Francisco: Holt, Rinehart and Winston, 1958.

Contains practical suggestions regarding the earth, living things, matter, and energy.

California Association for Supervision and Curriculum Development. Leadership for Science in the Elementary Schools. The Department: 1960.

Contains practical suggestions for science programs, science experiences, and for helping to develop positive attitudes toward science and improve problem-solving abilities. Contains excellent photographs.

California Journal of Elementary Education. Vol. XXXI, No. 4. Sacramento: California State Department of Education, May, 1963.

The section entitled "The Beginnings of Science," pp. 217-223, is a most helpful description of the kindergarten science program. A selected bibliography of science books for young children is included.

Craig, Gerald S. Science for the Elementary School Teacher. Second edition. Boston: Ginn and Company, 1958.

Is an encyclopedic classic for helping the elementary teacher with science.

Dunfee, Maxine, and Julian Greenlee. Elementary School Science: Research, Theory and Practice. Washington, D. C.: Association for Supervision and Curriculum Development, 1957.

Contains suggestions for teaching and evaluating elementary science in relation to research evidence.

Freeman, Kenneth, et al. Helping Children Understand Science. Philadelphia: John C. Winston and Company, 1954.

Is helpful in planning, developing, and organizing science instruction, community resources, equipment, and audio-visual aids.

Greenlee, Julian. Better Teaching Through Elementary Science. Dubuque, Iowa: Brown Publishers, 1954.

A science supervisor and a first grade teacher learn with the children about workable techniques in elementary science. Contains an anecdotal presentation of objectives and procedures. Is easy and interesting reading.

Headley, J. and N. E. Education in the Kindergarten. New York: American Book Company, 1955.

Has many practical suggestions for kindergarten teachers. Pages 320-57 are suggested science activities on air, wind, clouds, dew.

Heffernan, Helen, and V. E. Todd. The Kindergarten Teacher. Boston: D. C. Heath and Company, 1960.

Contains an excellent chapter on science.

Hochman, V., and M. Greenwald. Science Experiences in Early Childhood Education. New York: Bank Street Publishers, 1953.

Contains suggestions for sensory experiences, cooking experiences, mechanical processes, and experiments concerning weather.

Hone, Elizabeth B., Alexander Joseph, and Edward Victor. Teaching Elementary Science: A Source Book for Elementary Science. Burlingame, California: Harcourt, Brace and World, Inc., 1962.

Contains hundreds of descriptions of demonstrations and techniques, concise directions for using simple and inexpensive materials.

Navarra, J. G., and Joseph Zafforoni. Science Today for the Elementary School Teacher. Pleasanton, California: Row, Peterson Company, 1960.

Offers a broad and intensive overview of the unique contribution science makes to the education of today's children. Current ideas in science are developed in nine major areas: air, weather, aviation, space, time, earth, matter, energy, and life.

Nelson, L. W., and G. C. Lorbeer. Science Activities for Elementary Children. Revised edition. Dubuque, Iowa: Brown, 1959.

Presents activities on typical areas of science. Is organized according to subject matter and grade levels. Many experiences appropriate for kindergarten are described.

Tannenbaum, H. E., and N. Stillman. Science Education for Elementary School Teachers. Boston: Allyn and Bacon, 1960.

Presents relevant aspects of child development in relation to goals and materials for science.

Vessell, M. F., and H. Wong. How to Stimulate Your Science Program: A Guide to Simple Science Activities. San Francisco: Fearon Publishers, Inc., 1957.

Suggests activities in the areas of: planting, pets care, health, safety, conservation, and science-equipment construction.

Before a Child Enters Kindergarten----------239
Spring and Summer Roundups ----------240
Distribution of Handbooks or Bulletins ----------241
Spring Visits to the Kindergarten ----------242
Pre-School Home Visits ----------243
Pre-School Teas----------243
During the School Term ----------244
Bulletins----------244
Newsletters ----------244
Circulating Library ----------246
Initial Meeting----------247
Study Group Meetings ----------249
Observation and Conference----------250
Parent Participation ----------253
Parent-Teacher Conferences----------253
End of the Year Meetings ----------259
Written Reports ----------259
Selected References----------261

PARENT-TEACHER COOPERATION

The young child begins an exciting adventure when he enters kindergarten. For his mother and father, his first year in school is a big adventure, too. Parents seem more eager to learn about the school program during their child's kindergarten year than they are at any later time. Welcoming parental interest, kindergarten teachers capitalize on their unique opportunity to help the parents understand the aims and the procedures of the school.

In their work with parents, kindergarten teachers contribute much to the establishment of confident, informed support of sound educational policies. Teachers promote good relations as they:

-show that they truly respect and appreciate the children and the children's parents.
-have the kind of kindergarten program which merits respect from parents and from other members of the community.
-demonstrate that they recognize the contribution which parents make to teachers' understanding of children.
-seek the cooperation and the interest of all members of the kindergartners' families.
-are consistent in the standards and values they hold.
-establish friendly, constructive working relationships with the children's parents.
-encourage parents to help them gain as complete an understanding of each child as possible.
-help parents to grow in understanding their children.
-help parents to understand the purposes of the kindergarten program.

Parental appreciation of the importance of kindergarten activities to the child grows slowly. Teachers' acquaintance with and understanding of individual children grows slowly, too. Both begin during the spring preceding the children's entrance into kindergarten and continue throughout the school year. The teacher naturally learns much about the children as she works with them throughout the year. The parents learn much as they talk with their children about school activities.

The teacher plans specific ways of increasing parental understanding of the school's goals and plans specific activities through which she can add to her understanding of each child. Among these are:

- -spring and summer roundups, when children are registered and parents are reminded of the importance of providing medical examinations and of having remediable defects cared for prior to the opening of school
- -spring visits to the regular kindergarten classroom by parents and children to whet the children's interest and to alleviate their fears of kindergarten
- -preschool visits by the teacher to children's homes
- -the distribution to parents of handbooks or bulletins which contain suggestions of ways to prepare the children for kindergarten
- -preschool teas where parents can get acquainted with each other and with members of the school staff.

Spring and Summer Roundups

Often district policy calls for a kindergarten census to be taken during the spring or summer months. The census findings enable school personnel to estimate kindergarten enrollment for the coming term.

In some districts, parents go from door to door within the district and register the children. In other districts, kindergarten children are registered at the school at a time all or some of the following can be present: principal, teacher, school nurse, guidance consultant, and curriculum consultant. Newspaper articles call attention to the registration dates.

Preschool roundups are valuable to both school personnel and parents, for they:

-give parents pertinent information about the school.
-provide time for health forms to be filled out and returned before school opens.
-make it possible for remediable defects to receive attention before school starts.
-allow sufficient time for parents to locate or to obtain birth certificates for the kindergarten entrants.
-make it possible for school records to be completed at leisure, thus insuring time for more important things to be done on the first day of school.

Distribution of Handbooks or Bulletins

Informational materials are usually given to parents at registration time. Different types of information are supplied. Some of the opportunities for experiences which will be offered during the year may be listed. A typical kindergarten-day program may be outlined. Suggestions may be given about such things as attendance, visiting, clothing, safety, school nutrition program, and parent organizations. For example, a bulletin might contain suggestions such as the following:

Ways to Help Your Child in Kindergarten

Teach your child to say his full name, his address, and his telephone number.
For the first few days, take him to and from the bus stop or go to and from school with him.
See that he eats a good meal before coming to school.
Allow plenty of time so that he will not have to leave home in a rush.
Send him to school happy and contented.
See that he gets plenty of undisturbed sleep, gets nourishing meals, and opportunities for active play.

Have him wear comfortable washable clothing to school.
Label his sweater, jacket, and coat.
Visit your child's class often.
Feel free to telephone, write, or drop in to see the teacher after school.
Express interest when your child brings work home from school; ask him to tell you about it.
Display some of his pictures.
Be generous with praise.
Help your child to assume and to fulfill his share of responsibility at home.
Let him plant and take care of a garden.
Let him take care of a pet.
Give him wood, tools, and nails to use.
Read or tell stories to him.
Listen to his questions, anecdotes, and stories.
See that he has an opportunity to play with other children.
Help him start a library of his own; show him how to take care of books.
Sing simple songs to him and with him; listen to the songs he sings.
Provide opportunity for him to hear carefully selected phonograph records.

Spring Visits to the Kindergarten

Invitations are sometimes extended to "almost-kindergartners" to spend a day as guests of the kindergarten class. Sometimes the names of children to invite are obtained from the preschool registration list. At other times the younger brothers and sisters of class members are invited. When one or two children at a time visit the kindergarten, they can join the group and take part in all of the day's activities.

In some instances the children and their parents are invited to make short visits to the kindergarten. Such occasions are satisfying for children, parents, and teachers. Sara, eager to play in the playhouse, with its stove, doll buggy, and dishes, forgets she was once afraid of the big word "kindergarten." Eric is reassured when he finds that he will not be forced to enter into large-group activities. As parents see the teacher at work with children, they realize that their children will be under the guidance of a competent and friendly adult. The teacher notes how individual children respond in group situations. She makes a start toward securing the parental support she will need. She and the parents begin to cooperate for the children's benefit.

Preschool Home Visits by the Teacher

During the latter part of the summer, the teacher may make a short call at the home of each child who has been enrolled in her class. Although the visit should be very short, courtesy requires that the teacher contact the child's parents prior to the visit and ask permission to call at a stated time.

Preschool Teas for Children and Parents

What is more pleasant than a preschool tea party to introduce children to kindergarten? An invitation, signed by the teacher, addressed to the child, and delivered through the mail, is often treasured until it falls apart.

At the kindergarten tea, the teacher's primary concern is with the children. Parents visit informally with each other while their children explore the room and play.

Members of the school parent-teacher organization assist the teacher. They help to greet the parents and the children, help to prepare and to serve the refreshments, pass out informational material, and visit with the adults while the teacher works with the visiting children.

DURING THE SCHOOL TERM

Because continuous interpretation of the kindergarten program is essential, and since teachers need to learn from parents all they can about the children, home-school contacts are encouraged throughout the school year. They involve:

- -distribution of newsletters and bulletins
- -maintenance of a circulating library
- -a meeting, held early in the school term, at which the teacher explains the kindergarten curriculum to the parents
- -study-group sessions devoted to parent-selected topics
- -meetings designed to meet specific needs
- -parental observations of children in the classroom, followed by conferences
- -parental participation in class activities
- -individual parent-teacher conferences.
- -written reports.

Bulletins

Bulletins may contain information about special aspects of the curriculum. They may have descriptions of the characteristic behavior of four- and five-year-olds or descriptions of the ways in which children learn. They may deal with specific types of behavior. Bulletins should be short and clearly written.

Newsletters

Short informal newsletters are sent home from time to time throughout the school year. Calendars of coming events are often included in the newsletters. Items about current class activities are of interest to most parents.

_____ School
_____, California
September 20, 196-

Dear Parents:

Would you like to receive an occasional kindergarten newsletter? Sometimes parents find it difficult to understand everything their children have to tell them about kindergarten, especially when Mother says, "Well, what did you do at school today?" and little Johnny says, "Oh, nothing----just played."

We know that play is the child's way of learning. What are some of these learnings?

For one, the children are learning how to get along with one another. They can't learn it all this year, but they'll make a beginning. For some of them, learning to get along without Mother for three hours is a big accomplishment. They've already learned many new songs and have had fun responding to music.

There are many opportunities to solve problems. For example, it takes a lot of thinking to make some of the intricate block buildings. You can imagine the pride on the faces of the children when they succeed!

Yes, there is learning going on every minute.

Perhaps your child has been telling you about firemen lately. Right now some of the children are very much interested in firemen and what they do to help. They have heard stories about firemen and their duties; they have had records to listen to and stories to dramatize; and they have been playing firemen, putting out fires, and helping people in other ways. They are learning that everyone no matter what his job may be, plays an important part in happy living.

On the following page, you will find a directory of the children in the room. We hope this list will prove helpful to you.

It means a lot to your child to know that you are interested in what he is doing in school. One of the ways in which you can show your interest is to visit your child's classroom situation often. Come soon!

_____
Teacher

Circulating Library

Many kindergarten teachers have a collection of books, pamphlets, and magazine articles pertaining to four- and five-year-olds. The teachers refer to the materials at parent meetings. They check them out to parents upon request. Teachers have found the following publications valuable:

Books

Berson, Minnie Perrin. Kindergarten, Your Child's Big Step. New York: E. P. Dutton and Company, 1959.

Cooperative Parents Group of Palisades Pre-School Division, and Mothers' and Children's Educational Foundation, Inc. The Challenge of Children. New York: Whiteside, Inc., 1957.

Getman, G. N. How to Develop Your Child's Intelligence. Luverne, Minnesota: G. N. Getman, O. D., 1962.

Hymes, James L., Jr. Before the Child Reads. Evanston, Illinois: Row, Peterson and Company, 1958.

_____. A Child Development Point of View. New Jersey: Prentice-Hall, Inc., 1955.

_____. Behavior and Misbehavior. New Jersey: Prentice-Hall, Inc., 1955.

Ilg, Frances L., and Louise B. Ames. Child Behavior. New York: Harper and Brothers, 1955.

Larrick, Nancy. A Parent's Guide to Children's Reading. Garden City, New York: Doubleday and Company, Inc., (Paper-bound edition: 40¢, from Pocket Books, Inc., Mail Service Department, 630 Fifth Avenue, New York 20, New York), 1960.

Radler, D. H., and Newell C. Kephart. Success Through Play. New York: Harper and Row, Publishers, 1960.

Association for Childhood Education International. Reading in the Kindergarten?? Washington 16, D. C.: 1962.

Pamphlets:

The Child Training Series, Mental Health Materials Center, Inc., 104 East 25th Street, New York 10, New York.

San Bernardino County Schools Office. Helping Your Child Get Started in Kindergarten. San Bernardino: San Bernardino County Schools, 1961. (bibliography)

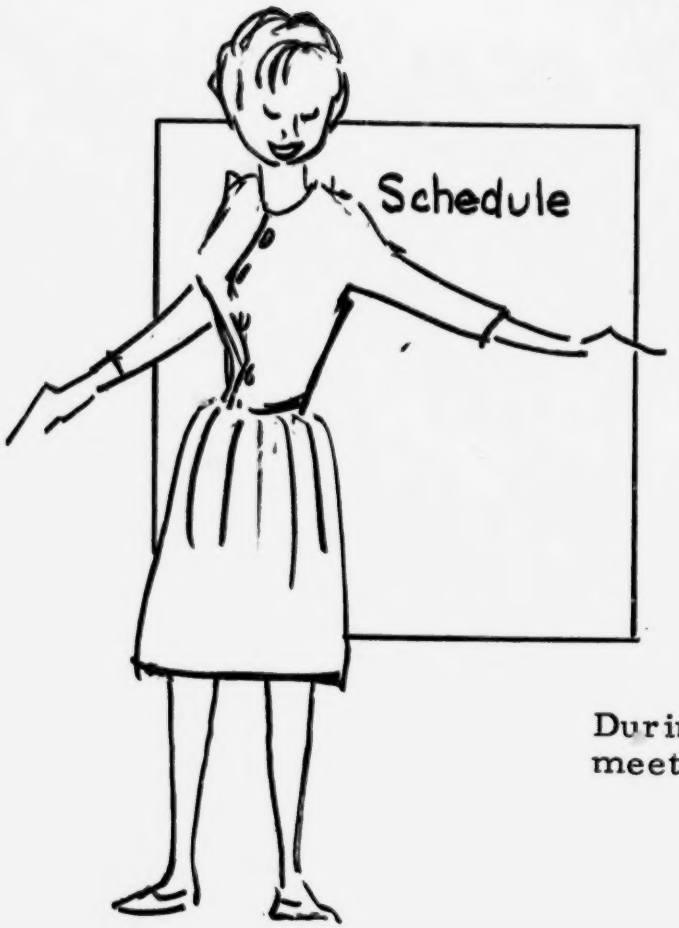
United States Department of Health, Education and Welfare. Your Child From One to Six. Children's Bureau Publication, No. 30, Washington 25, D. C.: United States Government Printing Office, 1956.

Initial Meeting

It is necessary to prepare carefully for the first formal group meeting of the school term. The teacher:

- -talks with other kindergarten teachers about meetings they have found successful.
- -confers with the administrator before setting a date for the meeting.
- -invites the administrator to the meeting.
- -sends invitations to the children's parents or guardians.
- -prepares copies of the daily schedule, a list of the goals of kindergarten education, and diagrams of the classroom and kindergarten play yard.

-makes a large chart of the daily schedule.
-makes arrangements for refreshments; asks children's mothers to help prepare and serve refreshments.
-makes name cards for parents.
-selects a few books or magazine articles to recommend to parents.
-decides what to emphasize at the meeting. Because there will be many conferences with these parents during the year, it will not be necessary to "tell all" at the first meeting.
-outlines the "order of business" for the meeting and makes necessary notes under each item. For instance, her list might read somewhat as follows:



Introduce parents and principal.
Thank committees.
Distribute "Characteristics and Needs" sheets, "Goals" sheet.
Talk about items on papers; encourage discussion.
Pass out daily program and diagram of room; discuss.

Discuss:

-ways in which program is based on needs and interests of individual children
-possibilities of other meetings
-parents' questions, ideas, and expressions of concern.

Talk about possibility of having other meetings.

During the meeting the teacher refers to her agenda. She closes the meeting at the time stated in the invitation.

Study-Group Meetings

Parents really want to know what makes their children behave the way they do. Kindergarten teachers help parents to find answers in many ways. Planned study programs organized through parent-teacher organizations are appreciated by most parents and afford the teacher opportunity to assist in a worthwhile program of parent education. Experts can be brought in as resource persons to answer parents' questions.

Meetings Designed to Satisfy Specific Needs

There may be a need to schedule other meetings. Sometime during the year the teacher may have a work session, at which fathers repair or build kindergarten furniture, and mothers mend or make doll clothes, paint furniture, make curtains for the playhouse, or help in other ways.

At another meeting the school nurse may point out some signs of common contagious diseases, discuss the home care of ill children, and suggest activities suitable for the convalescent child.

One meeting may be devoted to the library. The school librarian or the librarian from the local branch of the County Library can discuss books recommended for parents to read themselves and books for parents to read to children.

An evening can very profitably be spent helping parents find out about places families can visit together for fun and recreation. Perhaps the recreation director can report on what the community has to offer.

An evening spent experimenting with the kindergarten art materials is enjoyable for parents and, in addition, helps them to understand the joy and the challenge involved in expressing ideas through a dripping paint brush or a ball of clay.

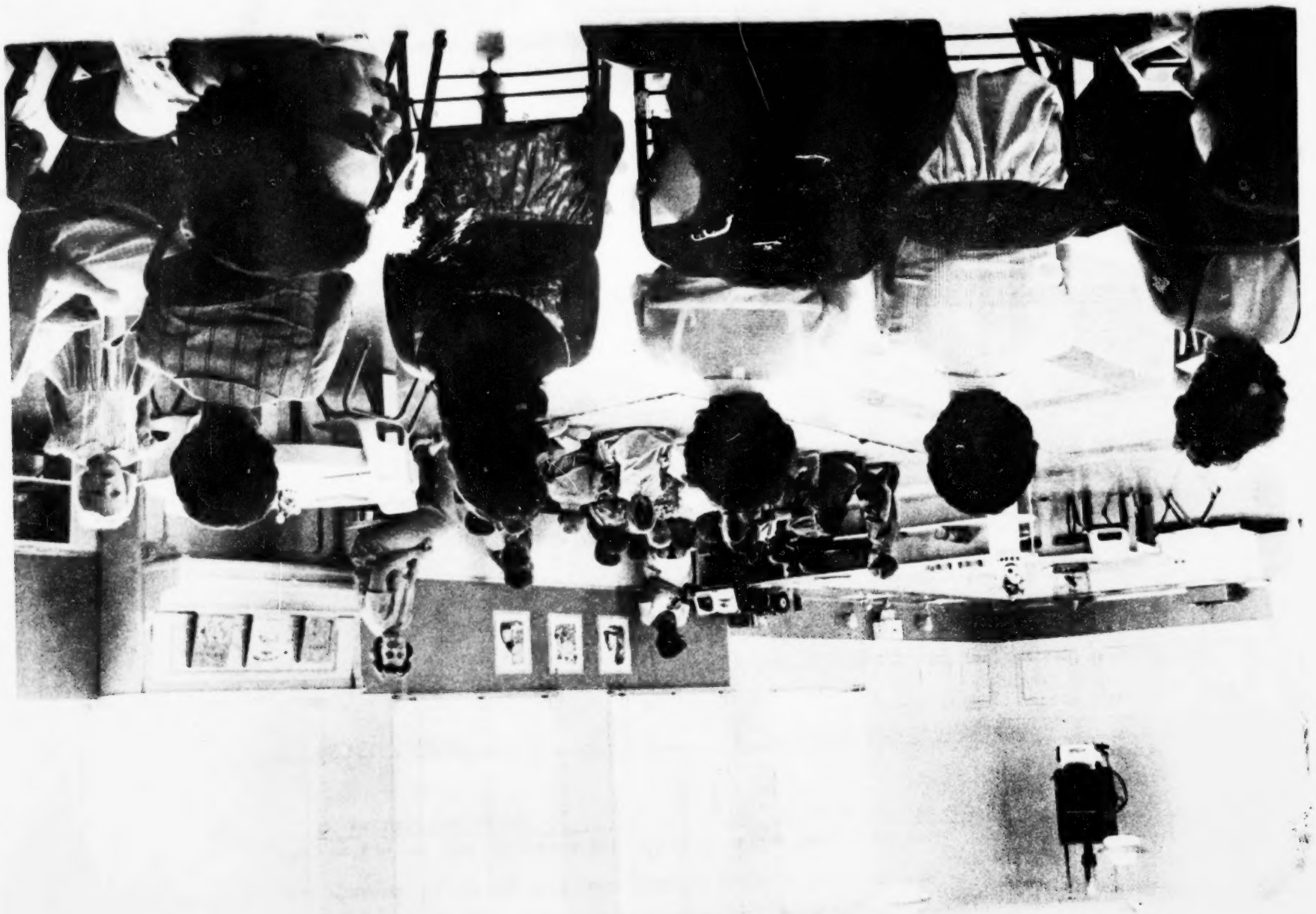
Observation and Conference

Classroom observation followed by conferences contribute to parents' and teachers' understanding of specific children. The teacher invites five or six parents at a time to observe their children for an hour. After the period of observation, the teacher and the parents confer.

The composition of parent groups is planned carefully. Sometimes a group includes parents of children who are progressing through similar stages of development; sometimes it includes these parents as well as parents of a few other children who are approaching or who are beyond these stages.

A definite time is set for the parents to come to the classroom. When the parents arrive, the teacher gives each of them suggestions to guide their observation. She suggests that the parents read the guide while they wait for the children to come into the room. She gives each of them a map of the room and play yard on which they can chart their own children's movements and the amount of time their children spend in various activities.

In the conference following the observation, the teacher encourages parents to ask questions. She leads them to answer their own questions. She knows that it is human nature to remember better what "we" say than what someone else says. The teacher draws out the parents by asking: "Have you tried--?" "Do you think that he might like you to--?" "Do you think his father might enjoy--?" "Could you explain it to him in this way--?" "How do you feel you could help him to--?"



Guide For Parent Observation

1. What evidence do you see that your child is happy in kindergarten?

2. What do you see that indicates your child is having opportunities:

a. To satisfy curiosity?	b. To be physically active?
c. To talk freely?	d. To manipulate or construct?
e. To express ideas through art, music, rhythms? To enjoy the expression of other people?	f. To pretend to be a grown-up person?

3. What activities do you see that help your child learn to be a good citizen:

a. To grow in knowledge? In skill?	b. To take turns? To share? To cooperate?
c. To think responsibly? To be dependable?	d. To have self-confidence? To be self-reliant? Independent?
e. To think creatively? To try new ideas?	f. To gain an appreciation of what others have done and are doing for us?
g. To be kind? To be thoughtful of other people's feelings? Of the feelings of animals?	h. To find good ways of answering his own questions? Of solving his problems?
i. To recognize the good in other people? To get to know and appreciate people of other races and places?	

Parent Participation in Class Activities

Teachers involve parents in class activities. When parents help to take the children on a study trip or when they serve refreshments for the Valentine party, they go home with a better understanding of the kindergarten child and the kindergarten program. When parents welcome the teacher and children to their home to see the newborn kittens or when they help the teacher wash and quarter the apples for the nutrition period, both they and the teacher gain much. Parents see their children as members of a peer group. Teachers see how individual children react to another adult and how children react when their parents are near.

Parents get to know their children better by:

- -visiting the classroom during the regular school day or on special occasions. A list of suggestions for visitors will help parents to learn from their visits.
- -being room mothers and acting as hostesses for regularly scheduled holiday parties and on other special occasions.
- -helping in the classroom for special occasions.
- -acting as resource persons. Parents with hobbies or talents often like to share their knowledge with children.

Parent-Teacher Conferences

No written report concerning a child can take the place of the personal conference between teacher and parent. As parent and teacher talk together, they realize that both have the same concern - the child and his well-being.

Conferring is a good way for parents and teacher to share information about the child. The parents bring to the conference a store of information about their child which only they can possess; the teacher's contribution evolves out of her specialized training and her experience with many children.

During the conferences, parents can gain specific information about their child's progress in school--about his achievement, his perplexities and difficulties, his interests and enjoyments as they are revealed in his association with the children and the teacher and in his classwork.

Parents tell much when they ask:

> "How is Suzy getting along with the other children? She is so bossy with her sister!"
>
> "How is Dicky doing with his work? Will he be able to handle first grade?"

These are real concerns of parents. Through individual parent-teacher conferences, teachers can help the parents. During the conferences, teachers find out about the child's home life--about his preschool years, his bringing up, his family's expectations and hopes, his family values, his relationships within the family and neighborhood, his peers, his likes and dislikes, his fears and enjoyments. They learn how the child's basic needs are being met in the home setting. Parents' comments tell the teacher much that helps her know the children-parent relationship. For instance:

> "Jon seems so tired in the morning. I try to get him to bed early, but he likes to watch TV with his older brother."
>
> "Jan loves to help me in the house. She doesn't want to go anywhere without me."

Talking together gives teacher and parents opportunity for explanation of "things that might otherwise go unexplained" and perhaps never be understood by the other; "things that without the talking together one might never know needed explaining; things that a word of explanation can keep from becoming a mountain of misunderstanding."*

*Grace Langdon and Irving W. Stout, Teacher-Parent Interviews (Englewood Cliffs, Prentice Hall, Inc., 1954.) p. 11.

Children seem to get a sense of well-being from knowing that their parents and teachers are friends.

Sometimes the conferences are held at school, sometimes at the child's home. The teacher never forces a home visit.

Conferences held in the child's home have some advantages over those held at school. The teacher can better understand the child when she sees him in his home environment--when she sees the family pets, the place where the child plays, the treasures he might show at home but not mention at school. When the parent is the host and the teacher the guest, the parent often is more relaxed and so is more able to contribute to the conference. The teacher may become acquainted with persons other than the child's parents who live in the home and influence the child's life. The parents and children may see the teacher for the first time as a person with feelings and interests like their own.

Conferences held at school have advantages, too. They take less teacher-time than home conferences do. Parents become familiar with the school in general and with their child's room in particular. Parents can talk with adults other than the teacher who influence their children's school life. The teacher arranges for the types of visits or conferences which will insure good rapport between the home and school. An informal invitation to a school conference or a friendly request for a home visit should be sent in time for the parent to get ready.

During the year, many informal home calls may be made by the kindergarten teacher as she visits children who are ill, children who have new brothers or sisters, or children who just want her to come to their houses. She may phone the parent and then stop by to compare notes about a child and to plan with the parents. Conferences are frequently held at parents' request.

Throughout the year the parents feel free to visit the teacher in the classroom after school hours. They may stop for short informal visits when they bring their children to school.

The success or failure of the parent-teacher conference depends to a considerable extent upon how well the teacher has prepared in advance.

In preparation for a conference, the teacher:

- -reviews the general philosophy and objectives of the school.
- -schedules an appointment time which is convenient for parents. An appointment blank may be sent home with a request that it be filled out and returned.
- -assembles materials to use in the conference: anecdotal records indicative of the child's mental, social, and emotional development, dated art work, health records, records of physical development.
- -selects significant points to discuss with the parents.
- -thinks of ways to make the parents feel comfortable during the conference.

During the conference, the teacher:

- -listens to the parents.
- -accepts the parents as partners in planning for the child's school development.
- -helps parents to appreciate their child's individuality.
- -uses anecdotal records in helping parents to interpret their child's behavior.
- -refrains from discussing other children.

During the conference the parents may ask about subjects concerning which the teacher lacks the knowledge or the training to advise or even to discuss. The teacher refers these parents to the principal.

The teacher may devise a form similar to the following to use in preparing for and following up the parent-teacher conference. The completed form is a record of the conference. With anecdotal records and notes attached, it can be very useful when the teacher prepares for later conferences. Filed in the child's cumulative record folder, it will be of value to the first grade teacher.

Example: Teacher's Guide for Parent-Teacher Conference

Teacher_____

Child's Name_____ Address_____

Telephone_____ Birthdate_____ Age, Sept. 1___

Position among children in family_____ Date of conference_____

Place_____ With whom_____

1. Adjustment to school Happy? Enjoys most?	
2. Social adjustment Engages in solitary, parallel, or cooperative play? Enjoys other children? Makes friends easily? Special friend? Self-confident in group? Unselfish? Aggressive? Shares? Leads?	
3. Emotional stability Even disposition? Easily frustrated? Cries often? Perfectionist? Overly concerned about keeping clean? Able to attempt new things without undue trepidation? Shy? Stands up for own rights without too much emotion? Wets clothing? Sucks thumb? Nervous? Easily overstimulated? Outgoing?	
4. Physical condition Energetic? Relaxes easily? Tires easily? Physical defects? Dental attention needed? Vision tested? Hearing? Handedness established? Good coordination?	
5. Language development Talks easily, well? Forms words clearly? What sounds cause trouble? Enjoys listening to stories? Able to recall and to tell familiar stories?	
6. Responsibility Does own share of work and cleanup? Usually dependable? Tries to do his best?	
7. Special problems, anecdotes, or summary	
8. Information supplied by parent in conference	
9. Forms a. Registration sheet completed b. Continuity sheet c. Physical examination permission forms needed d. Dental report	
10. Evaluation of conference	
11. Necessary follow-up	

Faith, acceptance, and respect are basic to a good parent-teacher relationship. If these are present, parents and teachers will be able to express themselves freely.

When parents and teacher leave a good conference, they feel rewarded for their part in the child's development. All feel encouraged about their ability to meet the needs and problems of the child. Shared responsibilities mean a lighter load for all concerned.

End-of-the-Year Meetings

As children approach the end of their kindergarten year, they begin to look ahead eagerly to the time when they will enter first grade. Their parents are interested in helping them to make the step toward this new school experience. The kindergarten teacher plans with the first-grade teacher and the administrator for parent meetings which will help to extend the partnership which has had its beginning in kindergarten.

Written Reports

There is no place for a formal report card in kindergarten. If parents expect a written report at the end of the year, a general letter such as the following may be acceptable.

_____School

_____

_____, California

_____
Date

Dear Mr. and Mrs._____:

_____first year at school has come to an end. She is now a first grader.

Her school life has had a good beginning. She has had many worthwhile experiences which we hope will help her meet the years ahead and her problems with confidence and success.

She has grown in many ways. She has had activities which have helped her to develop both her large and her small muscles. She can run, skip, and control her body far better than she could nine months ago.

During this kindergarten year, working and playing with children her own age, your child has had many lessons in getting along with others. She has learned to adapt herself to simple routines and to let the good of the majority rule.

_____has grown in her ability to take part in group activities, and to express herself with confidence in speech, song, rhythms, and art materials.

Your child's year in kindergarten has provided experiences which have enlarged her understanding of words, colors, numbers, sizes, and amounts. She has learned many things about homes, stores, markets, trucks, trains, airplanes, farms, dairies. She has had science experiences which have helped her to understand the world in which she lives, and the wonderful ways in which things grow. All of these experiences will help give meaning to the words and the numerals she will use next year.

I have enjoyed my part in_____first year at school, and will watch with interest and affection her continued fine progress.

Sincerely,

_____Teacher

_____Principal

SELECTED REFERENCES

Applegate, Mauree. Everybody's business - our children. Evanston, Illinois: Row, Peterson and Company, 1952.

Describes the responsibility of all people who have brought children into the world or who try to bring the world to children. Discusses such topics as what children need, the difference between guidance and autocracy, school teaching and home teaching, how to teach responsibility to children.

Association for Childhood Educational International. Reporting on the Growth of Children. General Service Bulletin No. 62. Washington, D. C.: Association for Childhood Education International, 1953.

Discusses the purpose of reporting, what children need and want to have reported, and desirable practices in reporting.

Babitz, Milton. Curriculums, Methods and Materials. Vol. XXX, No. 2. Sacramento: California State Department of Education, 1961.

Describes the organization of a parent-education program and explains group processes that help parents learn.

Baruch, Dorothy. New Ways in Discipline. New York: McGraw-Hill Book Company, Inc., 1949.

Contains common basic understandings of the psychological aspects governing wholesome discipline today.

Heffernan, Helen, ed. Guiding the Young Child. Second Ed. Boston: D. C. Heath and Company, 1959.

Discusses the effective use of nondirective techniques in parent conferences and meetings.

Hymes, James L., Jr. Understanding Your Child. New York: Prentice-Hall, Inc., New York, 1952.

Focuses on four big ideas that seem true about youngsters. Gives teachers and parents practical suggestions on ways to change adult points of view toward children.

Ilg, F. L., and L. B. Ames. Child Behavior. New York: Harper and Brothers, 1955.

Tells parents what they want to know about how their children behave.

Johnson, June. Home Play for the Preschool Child. New York: Harper and Brothers, 1957.

Lists activities for preschool children at home.

Langdon, Grace, and Irving W. Stout. Teacher-Parent Interviews. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1954.

Offers teachers and parents practical suggestions for conducting successful interviews at every age level.